



Caribbean University of Nursing

STUDENT HANDBOOK

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1 – Introduction

Welcome to Caribbean University of Nursing! This Student Handbook provides information on our programs and the policies, protocols, procedures, preferred behavior, standards and codes, our students are expected to comply with. The information given in this Student Handbook is valid until further notice and can be subject to change on certain details, without prior notice. In case parts of this current Student Handbook are revised or in case a new Student Handbook is issued, students, faculty and staff will be notified by e-mail, message boards, Student Services, the university's website and/or other available types of information systems and all will receive an electronic version of the revised Student Handbook. Hard copies of the Student Handbook will be available at surcharge, at Student Services. Revisions and updates of the Student Handbook are given a revision-number. The latest version is always available on the university's website and other available types of information systems, so when in doubt, you are referred to these resources or you can contact Student Services.

2 – History of the School

CUN's nursing programs are a spin-off of the healthcare programs, offered by our Curaçao based educational development foundation (CED). This foundation offers a variety of vocational programs, courses, workshops and training, for local, mainly adult, students, in the fields of economics, tourism, administration, management, organizational development and healthcare. The predecessor of the foundation offered a full Bachelor level nursing program in Dutch. CED is the owner of all CUN Nursing Programs and, as such, responsible for the ongoing development of all curricula.

CED's predecessor was established in 2008, having its statutory seat in Curaçao, Dutch Caribbean. Especially the healthcare programs have proven to be in high demand. That's no mystery, since the foundation's Chairwoman and CUN's President came to Curaçao more than 40 years ago, as a Registered Nurse herself and worked in the Curaçao healthcare system for many years, getting to know all parts of the system inside out. CUN was established in 2016. CUN's nursing programs were transferred to CED in 2019.

Recognizing the growing worldwide demand for highly educated nurses and recognizing the unique role CED and CUN could play in meeting this increasing demand, plans were made in 2013 to investigate the possibilities to set up an international BSN program. Research confirmed all positive assumptions and the conditions for establishing and running a successful international BSN program could be met. Therefore, in 2016, Caribbean University of Nursing was born.

CUN is lucky to be affiliated with all the internationally experienced professionals it needs, in the fields of (educational) management, marketing/student recruiting, ICT, finance, immigration matters, educational services and medical and nursing programs. Because of this, CUN can offer unique and extensive BSN programs, as well as Nursing Continuing Education courses, packed with not only subjects in the field of nursing, but also an extended part, in the fields of holism, economics, human sciences, advanced communication skills, multicultural awareness and healthcare management, just to name a few.

CUN's nursing programs are truly internationally focused, providing the best possible background for your nursing career, everywhere in the world!



3 – Vision & Mission

3.1 – Vision

Nurses play a vital role in the total care-package, delivered to patients. Nurses usually spend more time in direct contact with patients and their relatives and friends, than physicians do. Therefore, the patient's experience is highly influenced by the way nurses work, their knowledge and their skills. The level of professionalism and social skills nurses portray, have a huge impact on the institutions they work for, their culture and overall quality and public image. Also, nurses are involved in taking care of people in situations in which a physician is not necessarily required or available.

The world is getting smaller and multicultural societies, communities and institutions are no exception to the homogeneous rule anymore. Nurses, now-a-days, must be able to understand, anticipate, respect and deal with a variety of cultures, traditions, beliefs and values and yet be able to offer the best possible (evidence based) care, under all circumstances.

The scope of healthcare is changing too. There where 'cure' and 'care' professionals, medical specialists, home-care and the social environment of a patient were once separated 'entities', they are now intertwined, functioning as an integrated healthcare-team, from a holistic point of view, where not just the medical indications and implications are considered, but also aspects of life, like culture, religion, lifestyle and nutritional habits.

3.2 – Professional Mission

Preparing students for the demanding tasks of a top-nurse, demands an educational program of the highest quality, covering all necessary knowledge and skills, cultural awareness, a holistic and patient-centered approach and a large variety of 'practical scenarios', both under "developed world" circumstances and "developing world" circumstances.

CUN offers exactly that. Nursing programs of the highest possible quality, focusing on multicultural environments and international standards and best practices. Nursing programs with a perfect balance between knowledge and skills, theory and practice, SOP's and creativity. Offering ample possibilities for being part of great healthcare teams, in a variety of institutions, around the world.

Turning you into the best professional you can be, anywhere, anytime, under all circumstances, that's our mission!

3.3 – International Social Mission

There are large communities in the world suffering from a tremendous lack of healthcare services, knowledge and skills. Often, healthcare professionals from these communities, trained in developed countries/regions, like the USA, Canada and Europe, choose for the benefits offered by these countries, where income, professional opportunities and standard of living are concerned, never to go back again to their less fortunate communities or staying abroad for the biggest part of their careers.

By offering a relatively affordable healthcare program, accessible to students not only from developed countries, but also from less fortunate regions and communities, emphasizing community-based, family-based and culturally appropriate healthcare, giving the students the opportunity to focus on the situation in their own communities, they can make a big difference in enhancing the level of healthcare. CUN offers an extensive, multi-cultural program, with an international focus. Students who have the opportunity to focus on the situation in their own communities, ideally, will at some point go back to their own communities, as a healthcare professional, being able to enhance community- and family-healthcare.

Also, the world is getting 'smaller' everyday. Professional boundaries are becoming vague and international cooperation and sharing of knowledge and skills is hugely enhanced by the 'electronic highway'. We can really make a difference there, by not just focusing on our own community and part of the world, but by offering an international platform, from which students and healthcare professionals from all over the world can benefit.



Even small countries and communities worldwide are now-a-days (becoming) multi-ethnic and multicultural, opening up to the rest of the world. By bringing students from different places in the world together, they can learn from each other and they can learn to understand and appreciate each others background.



4 – Application, Admission, Enrollment and Registration

4.1 – Application Process

Although applications can be sent during any month of the year, we have three formal ‘intake-moments’, each academic year; the months of January, May and September. Intakes are done for the semester following the semester that starts with the month of the intake. So, if you wish to start your program the month of May, you have to apply during the month of January and so on, to secure your seat (see below). That means that if you start your application process the first week of an intake-month, you have four months to complete all necessary procedures and processes. Applying during, for instance, the month of March, wishing to start the May-semester, leaves you only one month to complete all necessary procedures and processes. In that case timely enrollment can not be guaranteed!

You can start your program online, to make sure there is no study-time lost, waiting for the Curaçao Immigration Office to complete their procedures and grant you a student-visa, which can take up to three months. The Admission Office will send you the necessary immigration-documents and a list of immigration-requirements, as soon as the Seat Deposit or Tuition is paid (see below).

You can complete your application electronically, through our website (<https://cunursing.com/application2/> and <https://cunursing.com/application2-applicationform/>) or through one of the affiliated student recruitment agencies or representatives. Together with the Application Form, a number of valid and recently acquired legal documents (not older than three months) must be sent in, including the following.

1. Certificate of Good Conduct.
2. Birth Certificate.
3. Certificate of Residency.
4. Copy of a valid passport.
5. Health Certificate, not older than one month.
6. Copies of proof of a (completed) nursing or medical program, course or subject, including transcript of grades, if applicable.

All documents are only reviewed by Admission Office staff, faculty and relevant authorities and treated with the utmost confidentiality.

A non-refundable Application Fee of USD 100.- must be paid upfront, in order for the application to be reviewed and processed.

4.2 – Admission Process

The admission process is also explained on the website (<https://cunursing.com/admission-process/>). The application is reviewed and a preliminary background check by the Curaçao Immigration Office may be performed. If all documents are in order, the motivation is convincing and the preliminary background check hasn't brought to light any noticeable irregularities, you receive a Confirmation of Provisional Admittance. The Admission Office strives to have the assessment of the documents completed within two weeks. CUN can not be held responsible for the time it takes the Curaçao Immigration Office to do a background check and/or for the time it takes the Immigration Office to review any documents sent to them.

4.2.1 – Proof of Creditworthiness

Prior to sending a definitive Confirmation of Admittance, you (or your parents, legal guardian, sponsor or anyone formally acting on your behalf) is asked for a Proof of Creditworthiness. This could be a recent bank statement or a statement by a recognized financial institution. In case payments are made by a parent, legal guardian, sponsor or any other person formally representing you, this person must send CUN a copy of his valid passport. Proof of Creditworthiness must be sent within two weeks, after you received your Confirmation of Provisional Admittance.



4.2.2 – Seat Deposit

On receiving or while awaiting Proof of Creditworthiness, you are asked to make a Seat Deposit, being 30% of your first academic semester tuition, at least two months prior to the start of the semester. In case the time left, to the start of the semester, is less than two months, the tuition for that semester needs to be paid in full, if seats are still available, at that time. As soon as the deposit is received we send you a definitive Confirmation of Admittance. Students starting their (first) semester online, don't pay a Seat Deposit, but their full tuition, for that particular online semester, at the latest one month prior to the start of that semester. Students starting or studying online will have to pay a Seat Deposit for the first semester they will start on premises.

4.2.3 – Immigration

Your legal documents are sent to the Immigration Office, asking for you to be allowed to enter the country on a student visa. This process can take up to three months, so the Admission Office sends in the documents, as soon as they arrive. Costs involved will be charged to the student. On receiving permission to enter the country on a student visa, you can either subscribe to CUN's Student Health and Liability Insurance or arrange your own health and liability insurance. Students must be aware that upon entering the country, as a temporary resident, a refundable immigration deposit is usually required by law. Students from some countries will have to apply for a transit visa, for traveling through Amsterdam International Airport or any other European airport.

4.2.4 – Full payment of tuition, fees and insurance, for the first academic semester

Prior to definitive enrollment in your program, you are asked to pay your tuition, fees and insurance (in case of subscribing to CUN's group insurance), covering your first academic semester, in full. On receiving the tuition, fees and insurance, a Confirmation of Enrollment in the program, for your first semester, is sent. A Proof of Insurance is sent to the Immigration Office and you are now allowed to stay on your student visa. In case you have arranged your own insurance, a Proof of Insurance has to be sent to CUN's Admission Office first.

On arrival you are welcomed by a member of the Student Services team. You are offered a room/apartment in one of our student dormitories. As soon as you are settled in, your introduction program starts.

4.3 – Per Academic Semester Registration

Students will have to register for every academic semester they want to follow and the courses to be taken during that particular semester. Being enrolled or being registered for a particular semester, does not imply registration for any following semester and/or courses.

In case you have failed one or more courses and one or more of those failed courses or the concerning exams/assignments could not be retaken, during the current academic semester, you will have to register for retaking those failed courses or exams/assignments separately, the moment you register for a following semester. Since the consequence of retaking failed courses or exams/assignments, on top of the regular courses, for a particular semester, may be that the course-load for that semester will exceed a desirable study-weight, your Student Mentor will play an important role in helping to decide when and how to retake failed courses or exams/assignments or for which courses to register, in a particular semester.

On registering for a following academic semester, tuition and other applicable fees have to be paid in full, at least one month before that particular semester starts.

4.4 – Graduation

Students finalizing their program can apply for their graduation. Graduation requests can be sent in on paper or electronically. Proper forms are available at Student Services. As soon as a graduation request is received, all requirements will be checked. In case one or more requirements are not yet (fully) met, you and your Student Mentor are notified immediately. The Student Mentor will advise you what steps could or should be taken, to fully meet all requirements. Students who want to attend the graduation ceremony, will have to send in their graduation request at least one month before the first scheduled graduation ceremony.



You will be eligible for graduation, as soon as the Graduation Fee is paid in full.

In order to graduate, you must comply with the following conditions.

1. Having completed and passed at least all mandatory courses and course-components.
2. Having completed and passed all offered assignments and other study-related items and activities.
3. Having been granted a final positive attitude and motivation evaluation, by CUN's faculty and your Student Mentor.
4. Having been granted a final positive knowledge, skills, attitude and motivation evaluation, by relevant external institutions and organizations.

Having fully completed CUN's BSN program and after having formally graduated, you are awarded a diploma, including a transcript of courses taken, grades and credits (diploma supplement) and the right to carry the degree of Bachelor of Science in Nursing.

4.5 – BSN-level Admission Educational Requirements (Prerequisites)

The minimum age for enrolling in our BSN-level program is 18, with the exception of educational systems in which students can obtain a High School/Secondary School level diploma at the age of 17. For any country or region not listed on our website (<https://cunursing.com/admission-requirements/>), please contact the Admission Office.

All forms of eligible education must include at least the following courses/subjects, which must all be passed.

1. Basic Sciences (chemistry and biology, preferably also physics).
2. Mathematics
3. English

Certain forms of (vocational) education and 'second chance' (vocational) education, without a High School level diploma or equivalent as a prerequisite, may be accepted, to the discretion of CUN's Admission Office.

An online proficiency test, that has to be passed, in the subjects mentioned above (HESI Admission Assessment Exam) is part of the admission process. Students will have to be or become proficient in English at least at CEFR level B2.

In case one or more of the above mentioned courses/subjects were not passed or one or more of the above mentioned courses/subjects were not taken in school, the relevant part(s) of CUN's Prerequisite Program can be taken online, before taking a proficiency test.

In case any healthcare related vocational education or college program was followed and completed, students may apply for dispensation for (parts of) certain BSN-level courses. Applying for dispensations can be done electronically (admission@cunursing.com) or by filling out a Dispensation Request Form, available at the Admission Office and Student Services. In general, this is part of the transfer evaluation process. For transfer requirements see below.

4.6 – Transfer Students

Students wishing to transfer to CUN from another nursing school or a medical school and students that have completed a nursing or medical program at another school, must submit the following documents.

1. Completed Application Form.
2. Certificate of Good Conduct.
3. Birth Certificate.
4. Certificate of Residency.
5. Copy of a valid passport.
6. Health Certificate, not older than one month.
7. Copies of proof of the (completed) nursing or medical program and a transcript of courses or subjects taken, including grades (preferably including percentiles) and credits earned.



8. Formalized overview of the credits/credit-hours, assigned to the (completed) courses and subjects (number of clock-hours/course-work assigned to lectures, lab-work, practicals/clinicals, self-study and assignments and the correspondingly assigned credits), if applicable.

4.7 – Bridge Program Applications

ASN's, LVN's/LPN's and RN's, wishing to follow a CUN BSN bridge program, must submit the following documents.

1. Completed Application Form.
2. Certificate of Good Conduct.
3. Birth Certificate.
4. Certificate of Residency.
5. Copy of a valid passport.
6. Health Certificate, not older than one month.
7. Formalized copy of their nursing school diploma(s).
8. Copies of proof of all completed nursing school courses and subjects, including transcript of grades.
9. Formalized overview of the credits/credit-hours, assigned to the completed courses and subjects (number of clock-hours/course-work assigned to lectures, lab-work, practicals/clinicals, self-study and assignments and the correspondingly assigned credits).

Credits/credit-hours, assigned to courses and subjects, as well as course-content, completed by transfer students, ASN's, LVN's and RN's, will be evaluated by the Admission Office and compared to CUN's credit/credit-hour system and course-content, to determine its value for the applied for program. In case, after mentioned evaluation and comparison, assigned credits/credit-hours are and/or course-content is not compatible with CUN's standards, for a concerning course or subject (less than 80% assigned CUN credits or CUN course-work in clock-hours), that particular course or subject may need to be retaken at CUN. In case the differences are marginal (more than 80%, but less than 90% assigned CUN credits or CUN course-work in clock-hours), the student will be eligible for taking a course-specific exam, to test his/her knowledge and/or skills. In case the student fails this/these course-specific exam/exams, he/she has to retake that/those particular course/courses, at CUN.

All forms of prerequisite education, as described above, must have been followed at institutions, that carry/carried a (national) governmental recognition or that are accredited/were accredited by a recognized and licensed (national or international) accreditation agency and/or of which the followed courses, subjects and programs carry/carried a (national) governmental recognition or are/were accredited by a recognized and licensed (national or international) accreditation agency.



5 – Intake and Academic Calendar

We have three formal 'intake-moments', each academic year; the months of September, January and May. Intakes are done for the semester following the semester that starts with the month of the intake. So, if you wish to start your program the month of May, you have to apply during the month of January and so on, to secure your seat. That means that if you start your application process the first week of an intake-month, you have four months to complete all necessary procedures and processes. In case you apply during, for instance, the month of March, wishing to start the 'May-semester', you have only one month to complete all necessary procedures and processes. In that case timely enrollment can not be guaranteed and, in a worse case scenario, you will have to wait for the next 'intake-moment'.

International students can start the program online, to make sure there is no study-time lost, waiting for the Curaçao Immigration Office to complete the necessary procedures and grant a student-visa, which can take up to three months. The Admission Office will send you the necessary immigration-documents and a list of immigration-requirements, as soon as the Seat Deposit or tuition is paid.

This means that we have a 'rolling' Academic Calendar. This also means, that there are more than one study-years/year-groups, during the same academic year. Standard semesters and formal breaks are the following.

1. January (week 02) until April (week 16) - 15 academic weeks
2. *Spring Break (week 17) – 01 week*
3. May (week 18) until August (week 32) – 15 academic weeks
4. *Summer Break (week 33 until week 35) – 03 weeks*
5. September (week 36 until December (week 50) – 15 academic weeks
6. *Winter Break (week 51 until week 1 of the following year) – 03 weeks*

Official Curaçao national holidays we comply with are the following.

1. New Years Day (January 01).
2. The Monday following the last day of Carnival.
3. Good Friday (the Friday before the first day of Easter).
4. Easter (2 days).
5. King's Day (April 27).
6. Labor Day (May 01 or 02).
7. Ascension Day (the Thursday ten days before Whitsunday).
8. Flag Day (July 02).
9. Curaçao Day (October 10).
10. Christmas (December 25 until December 26).
11. New Years Eve (the afternoon and the evening of December 31).



6 – Professional and Educational Principles

6.1 – Professional Principles

Professionally, we work from the following principles:

1. Holistic approach.
2. Multi-disciplinary teamwork.
3. Patient-centered.
4. Multi-cultural awareness.
5. Community- and family-focused.
6. Open minded to new developments, new insights and alternatives to standard therapies.

6.2 – Educational Principles

Our main educational principles are:

1. Student-centered and differentiated (adaptive), instead of instructor-centered and generalized.
2. Knowledge and skills across the board of healthcare.
3. Acquiring knowledge, based on critical thinking, analysis, clinical reasoning and best practices.
4. Concept based curriculum.
5. Working and studying based on Evidence Based Practice.
6. Integrative Learning (IL).
7. Problem Based Learning (PBL).

6.2.1 – CUN's Concept Based Holistic Curriculum

Both students and faculty around the world have been struggling with the content of their programs for some time now. There is a considerable risk of 'content overload' and students tend to drown in it. That doesn't mean that all hope is lost and you won't be able to become and stay up-to-date. It just means that we have to rethink the way in which we teach you. Since you are educated 'across the board', it would take you more than 20 years to learn every single detail of your profession, being educated the traditional way!

The answer is a Concept Based Curriculum (CBC). A CBC works from concepts, 'the bigger picture', so to speak, instead of engaging you in an almost microscopic focus on details and more or less isolated topics, right from the start. A CBC confronts you with a general concept, in a particular field, discussing and analyzing the 'framework'. These concepts and frameworks can be applied to different clinical settings and situations and across different medical specialties. *Exemplars* are then given for each concept. Clinical reasoning, analysis, research and Evidence Based Practice enable you to couple other exemplars to certain concepts, instead of having to memorize isolated facts and scenarios.

It's all about learning how to organize information and putting that information to use in all possible nursing scenarios. Working top-down, instead of bottom-up. You will be able to figure out for yourselves how clinical situations are linked to certain concepts and what you find out can be checked.

This new way of teaching nurses is not restricted to concepts. It also embraces new ways of learning. We know that you are not eager to silently listen to instructors all day long. You need to do your own research, use multimedia, link, analyze, work together and put your knowledge and skills to the test, even when there is no lab or practice-room available. We moved from the 'textbook generation' to the 'virtual reality' generation. That doesn't mean we won't use textbooks anymore and it doesn't mean you will be playing virtual reality "games" all day long. It does mean that we use a combination of different learning modalities; (online) textbooks, virtual clinical simulations, (online) concept mapping, animations and video's, online Adaptive Testing and more.

Our curriculum is mainly categorized based on Gordon's holistic anamnesis, but broader in range and use, divided into three Main Categories; Research and Assessment, (Medical) Treatment and Nursing and



Prevention and Promotion. In traditional clinical settings, the (Medical) Treatment and Nursing phase follows Research and Assessment (anamnesis), but it also plays a role in itself. Research and Assessment can be conducted without direct and personal patient-involved anamnesis, for instance epidemiological research, anthropological research with cure and care elements or health-risks research in certain communities or fields of expertise. Prevention and Promotion is always the result of studied healthcare outcomes and risks.

The structure is not very different from Jean Giddens, but the categories and levels are. Giddens has 'Units', We have 'Main Categories', Giddens has 'Themes', We have too, also both Giddens and we have 'Concepts', but where Giddens describes 'Exemplars', we use 'Scenarios'. The holistic aspect of the curriculum is emphasized, especially within the Main Categories and Themes, describing healthcare and healthcare education as a cyclical process.

Main Categories → Themes → Concepts → Scenarios given.

You then need to find and describe other, similar scenarios, through research, drawing conclusions and create Nursing Care Plans, whether or not as a team. A Scenario can be a certain illness, but also, for instance, a healthcare outcome or risk-analysis, on which a Prevention Plan needs to be based.

For educational purposes Scenarios are divided into Topics, although not *all* Scenarios need to be divided into separate Topics.

Holistic nursing at CUN also means that there is enough room for you to focus on non-Western and non-pharmaceutical therapies and healing. Patient-centered caring is not just about 'getting rid of a disease', it is also about 'wellness'. We therefore subscribe to the concepts, principles and methods of Whole Person Caring, as described by Lucia Thornton and the American Holistic Nurses Association.

6.2.2 – Integrative Learning (IL)

IL is not a new concept, it has always been part of the set of educational philosophies, even going back to classic philosophers like Plato. At some point, however, educators thought it was better to let students focus on just one subject at the time, more or less isolated from other subjects. In our day and age we have realized that IL is actually the best way to let students really understand the correlations between subjects, on a conceptual level. IL shares many philosophical viewpoints with conceptual, holistic and interdisciplinary education. Advocates of IL also agree with the holistic philosophy of community and self-exploration as an important part of education. The idea behind IL is that students learn more and better by their own experiences and research, than by memorizing and retrieving isolated facts, without having had the opportunity to 'connect the dots'. Students will develop their knowledge and skills better by researching different aspects of several relevant subjects and making connections between them. Students will be more actively engaged if they get the chance to investigate real-life situations and problems.

This process prepares the student to be an active and productive member of society in a more comprehensive way than traditional curricula. A well thought out integrated curriculum will help students develop the tools they need to approach any problem with confidence, whereas memorizing facts has extremely limited application (Beane, 1977).

6.2.3 – Problem Based Learning (PBL)

PBL is a student-centered learning-method in which students research a subject by trying to solve an 'open-ended problem'. The PBL process does therefore not necessarily focus on problem-solving with a (pre)defined solution. The goal is to develop research and team-work skills.

The PBL method was developed for medical education, by the McMaster University in Hamilton, Canada and has since also been used for other programs, using the '7-steps process', developed at the University of Maastricht, the Netherlands. These seven steps are the following.

1. Clarifying unfamiliar terms.
2. Defining the problem.
3. Having one or more brainstorm sessions.
4. Analyzing the problem.
5. Formulating learning goals.



6. Research and self-study.

7. Reporting the findings.

This process prepares students for cooperating and adequately communicating with peers and others, in their future practice. PBL's goal is to enhance critical thinking, research and teamwork. Students are encouraged to find their own way in researching problems, within certain contexts, together with their fellow students, using existing knowledge, discovering where and how to gain new knowledge and how to use their knowledge to solve a problem, identifying and investigating all possible (interdisciplinary) aspects of the problem. Within CUN's programs PBL has its place in researching healthcare scenarios, as part of our Concept Based Curriculum.



7 – Student Support

7.1 – Student Counselor

The Student Counselor can help you with any personal, social and/or emotional issue, challenge or question you may run into or experience. The Student Counselor is bound to strict confidentiality. There are no preset limitations to the number of counseling sessions you may need and there are no costs involved. The Student Counselor may also act as a liaison between you and the faculty or staff, a physician or clinic (for personal reasons, not regarding the program you follow), the police or the justice department, a lawyer or legal advisor or any other third party, if need be, as long as this is related to any personal issue, as recognized by the Student Counselor.

7.2 – Admission Office

The Admission Office is there for you to get all questions answered you may have and help you out with all challenges you may face, concerning your application, your admission, enrollments, official and required documents, legalization of personal documents, immigration and other issues, related to your enrollment in our programs.

7.3 – Student Services

Our Student Services Department does not only consist of staff, but also of a number of students, who believe it is important to be there for their fellow students. Student Services can assist you in dealing with a variety of topics, like student-housing, extra-curricular programs and activities, social and public events, exercising the right to vote in your home-country, insurances, study-skills and educational support programs, community volunteering projects, field-trips and orientation-days.

7.4 – Finance Office

The Finance Office staff keeps track of all financial transactions, between you and the university. Any questions or issues, concerning your financial obligations towards the university and/or your financial obligations towards your institution of choice, for your clinical rotations, should be addressed to this them.

Financial documents or any other kind of financial data can only be shared with CUN's Director, if necessary or with proper authorities and only on their request.

7.5 – Student Council

The Student Council consists of at least three CUN students, at least one of them being a senior year student. Students who want to take part in the elections are chosen only by their fellow students. Both Student Council candidates, as student voters need to be admitted, at the time of the elections. Voting is anonymous, but student-status is checked, before student voters enter the "voting-room". Elections are every two years and sitting members may be running for re-election once. Candidates may organize their own election campaign. Unlike some other universities we don't grant extra credits, to council- and/or committee-members, but we do recognize their efforts, by stating a special acknowledgment on their diploma supplement. The Student Council meets at the end of every academic semester, but members are allowed to formally meet at any moment, if need be and every time one or more students need the Council's help. Our staff will accommodate, if requested, also during academic breaks. Members of the Student Council choose a chairperson, among themselves. The Council has the right to consult with the Advisory Board.

The Student Council represents all admitted CUN students and promotes their interests and well-being, acting as an intermediary between the students and our management, faculty, staff and its committees. The Council does not formally take part in organizing social or extra-curricular activities or, for instance, orientation-days. These activities are organized by the Student Services Department. This does not exclude individual members from participating in such activities, in a personal capacity.



The Student Council's organizational first and formal point of contact is our President and in her absence, the Director.

7.6 – Student Mentors

All students are assigned a Student Mentor, a faculty-member who can help you with study-related questions and issues. Among other things, your Student Mentor may suggest (adaptive) study-strategies, discuss and organize workloads, assist you in case you need a voluntary withdrawal and when you need to re-enroll and act as a liaison between you and other faculty-members. Student Mentors also act as a liaison between students and affiliates, e.g. for clinicals, internships and community service duties. Students have the right to 'switch' Student Mentors, if need be.

7.7 – Tutors

Students who need help getting more grasp on the essentials of certain subject matter or need to deepen their understanding of certain subject matter or need help in getting around in our online nursing platforms or our Student Information and Study Center (SISC), can be supported by a tutor. Tutors are generally senior year fellow students. They can arrange personalized tutoring sessions, pre-testing and exam-reviewing. Tutors can be suggested/recommended by faculty-members, members of the Student Council or the Student Services staff or you may be more comfortable asking your buddy to help you out. Students have the right to 'switch' tutors, if need be and/or to be assisted by more than one tutor, for different subjects.

7.8 – Learning Disability Support

We offer additional support to students with a learning-disability (listening, speaking, reading, writing, reasoning and/or mathematical skills).

Students with a learning-disability (LD students) can take advantage of a personalized adaptive learning strategy. These students are assigned an LD Student Mentor (faculty-member, specialized in helping students with learning-disabilities). Students with similar learning-disabilities can be assigned the same LD Student Mentor. LD students have the right to 'switch' LD Student Mentors, if need be, but they have to realize that the number of available LD Student Mentors is limited.

Depending on the type and level of their disability, LD students may be given more time to complete certain tests, exams and assignments and certain tests, exams and assignments may be taken orally, instead of written.

Grading-methods may be adjusted to the LD student's type and level of disability, by faculty-members, in consultation with the concerning LD Student Mentor. For instance, a written assignment, completed by a dyslectic student, may be graded solely or mainly on the quality of its content and not or less on the quality of its grammar.

All learning-support is free of charge. For additional information, please contact the concerning department or student-body, of which the e-mail-addresses are listed below.

Student Counselor: counselor@cunursing.com

Admission Office: admission@cunursing.com

Student Services: services@cunursing.com

Finance Office: finance@cunursing.com

Student Council student-council@students.cunursing.com



8 – Recognitions and Licensure

We offer undergraduate- and graduate-level nursing programs, as well as Nursing Continuing Education programs, licensed by the Government of Curaçao and therefore the Kingdom of The Netherlands.

8.1 – Recognitions

Degrees that are achieved through our nursing programs are valid throughout the world, but graduated nurses may be subject to further local, regional or national examination, in order to get licensed or registered. We are in the process of being granted international accreditation by the AAC (<https://www.aac.cw/>), both by its Caribbean and German office. Please keep in mind, that our international accreditation will not automatically be accepted as such by government authorities, in some countries.

Our affiliates (medical schools, nursing schools, hospitals and other medical and healthcare institutions around the world) are all fully recognized by official professional organizations and government bodies, in the country, state, province or region, where a particular affiliate is seated.

8.2 – Licensure

We offer our nursing programs on the Caribbean island of Curaçao and we are licensed to offer Bachelor of Science in Nursing programs. Our programs are based on European and US/Canadian accreditation standards. Our degrees are valid throughout the world, so there is nothing stopping you from becoming a Registered Nurse (RN) in Europe, the US, Canada, Latin America, the Caribbean, Asia or Africa!

Below you will find some exciting career-options. We do want to stress, however, that we full-heartedly promote the efforts of non-US, non-Canadian and non-European students to play a significant role in enhancing healthcare in their native communities!

8.2.1 – Licensure for CUN graduates in the United States of America

Once you have successfully completed your BSN program, you are eligible for licensure in any region of the world, after passing the concerning licensure exams. If you are looking for a nursing position in the United States, you can take the online National Council Licensure Examination Registered Nurse (NCLEX-RN) exam, as a prerequisite for obtaining your US RN license, in a particular state or territory. A work visa may be necessary for foreign graduates.

Each US state has its own regulations pertaining RN licensure. As a result, students must be aware that the requirements for licensure vary from state to state. Each State Board of Nursing publishes detailed information on licensure in their particular state or territory. A listing of all State Boards can be obtained on the website of the [National Council of State Boards of Nursing](#).

A comprehensive NCLEX-RN prep program is in place, using computerized competency testing throughout the curriculum, including NCLEX exam-type questions. This testing program is self-paced and available to CUN students online.

Upon passing the NCLEX-RN exam, graduates are eligible for RN licensure, in the state for which the exam was taken. Graduates can apply for licensure in other states through reciprocity (to the discretion of the states involved) or through an application process. Based on current workforce needs, CUN graduates should not have any issues with relocating, if desired.

8.2.2 – Licensure for CUN graduates in Canada

We organize the necessary online Canadian Registered Nurse Exam (CRNE), for our BSN graduates. The same way that each US state has its own licensure criteria and regulations, also Canadian provinces and territories have their own licensure criteria and regulations. You can take part in the CRNE, for the province or territory of your liking. The CRNE is developed and offered by the [Canadian Nurses Association](#) (CNA). A work visa may be necessary for foreign graduates.

To determine if you are ready to take the CRNE exam, we organize the online CRNE Readiness Test, also developed and offered by the CNA, to make sure you enter the exam well-prepared. Preparing for the



Readiness Test and the CRNE is done by studying CNA's Canadian Registered Nurse Exam Prep Guide. It's a paper (hard copy) guide, including a CD-ROM, containing CRNE-type questions.

8.2.3 – Licensure for CUN graduates in the United Kingdom

The UK has an extensive procedure to determine if you are eligible for registration as a nurse, executed by the [Nursing and Midwifery Council](#). You can find the complete procedure on their website. A work visa may be necessary for foreign graduates.

8.2.4 – Licensure for CUN graduates in the European Union

Although the Bologna initiative has aligned a lot of educational standards and procedures between EU-countries, registration as a qualified nurse for non-EU nurses is subject to national laws and rules. Per country information is available on the [Your Europe website](#). A work visa may be necessary for non-EU graduates.

8.2.5 – Licensure for CUN graduates in non-Western countries

There is no general licensing procedure, organization or website for non-Western countries or regions. Some countries, like Mexico and Nepal, don't require licensing at all. Other countries, like Australia, Japan, Korea, Singapore, Thailand, the Cameroons and the Philippines require you to pass a licensing exam. India has the same system as the US and Canada, allowing nurses to register in only one province at the time. Some countries, like Zimbabwe, even have age as a criteria.

It would be impossible to list the licensing requirements for all (non-Western) countries, so if you are interested in nursing opportunities in a specific country, please contact Student Services.

Although very rewarding and often a 'fresh' nurse's career-start, there are also lots of 'non-bedside' opportunities, like the ones mentioned below.

1. Healthcare Coach (focus on wellness, lifestyle, nutrition and fitness, working for health-resorts, insurance companies or private clients).
2. Nursing Research professional.
3. Nursing Academic Writer (writing educational material, web-content, informational material).
4. Legal Nurse (insurance companies, law enforcement/justice departments, recruitment departments).
5. Public Health Nurse (community health care policies and projects).
6. Occupational Nurse (employee health and safety).
7. Nurse Educator (working in academic institutions, like nursing schools and training hospitals).



9 – Compliance with International Standards and Codes

Our nursing programs fully comply with international standards, as set forth in the [Essentials of Baccalaureate Education for Professional Nursing Practice](#) (US Association of Colleges of Nursing, 2008), the regulations set forth in the [Laws on Professions in Individual Healthcare](#) (“BIG”, Dutch government, 1998), standards set forth in the [WHO European Standards for Nursing and Midwifery](#) and the European Curriculum for Family and Community Nurse Project (FCN). Having our statutory seat in Curaçao, being part of the Kingdom of the Netherlands, we subscribe to the [Bologna Process](#). We also follow and subscribe to international initiatives for optimizing nursing standards and the development, unlocking and standardization of resources on an international level. An example of such initiatives is the [International Classification for Nursing Practice](#) (ICNP), by the International Council of Nurses.

These compliances do not mean that we feel we are bound to any kind of standardization that may restrict us from offering and executing programs that are more extensive than a certain standardization prescribes.

Ethically, we are generally governed by the above mentioned and similar standards and codes. A number of internationally accepted and officially adhered documents are therefore to be considered a mandatory part of the curriculum. A list of these documents you can find below.

Please be aware that we have a ‘Green Office’ policy. We would appreciate it if you would consult an electronic resource, before printing a document or requesting us to have it printed for you. All referred to documents are available online. Hyperlinks are checked for possible viruses, regularly, but please make sure you have an antivirus program installed on the computer, tablet, smartphone or any other electronic device you use for following these hyperlinks. All computers that are made available by us or are available for use at our premises, are protected against computer viruses and ‘malware’.

1. [Essentials of Baccalaureate Education for Professional Nursing Practice](#)
2. [WHO European Standards for Nursing and Midwifery](#)
3. [Curriculum for Family and Community Nurse Project](#)
4. [ANA Guide to the Code of Ethics for Nurses \(rev. 2010\)](#)
5. [ICN Code of Ethics for Nurses \(rev. 2012\)](#)
6. [Universal Declaration of Human Rights](#)
7. [Declaration on the Rights of Persons Belonging to National or Ethnic, Religious or Linguistic Minorities](#)



10 – General Rules and Policies

CUN is not governed by any particular political, cultural, religious or social philosophy, but finds its inspiration in all ideas and initiatives that support a positive development of individuals and mankind, with respect for nature and the universe. We encourage critical and creative thinking.

We do not only believe in healthcare equality, but also in educational fairness and equality in opportunity. That means all students, passing standard prerequisites, are given the chance to follow our nursing programs. We have no ballot and our programs are not the sole prerogative of A-grade students. It is our task to bring all eligible students to excellence and not just the 'geniuses'! We believe there is too much focus on showing off "first time pass rates" and not enough focus on enhancing healthcare around the world and decreasing the worldwide shortage in nurses. Quality of healthcare and patient safety is not guaranteed by educating a nursing 'elite'!

Wherever in this Student Handbook 'he' or 'his' or any other male variant of a description is used, also 'she', 'her' and other female variants of a description are meant! We respect gender neutrality, but in our formal documentation the traditional gender variants will be used, for reasons of efficiency.

Policies, protocols, procedures, standards and codes of conduct are drawn-up and reviewed, on a yearly basis, by the Policy and Standards Committee, consisting of a Board Member of Caribbean Educational Development Foundation (CED), a senior year delegate of the Student Council, our President or, in her absence, the Director, all Department Heads or their representatives and a member of the Advisory Board.

10.1 – Rules of Respect and Anti-discrimination Policy

All CUN students, faculty and staff are bound to the following basic rules of respect.

1. We don't discriminate or unfairly treat each other in any way, whether based on gender, religion, ethnic background, culture, habits, appearance, social or financial status, sexual orientation or any other condition.
2. We don't threaten or use any kind of verbal or physical violence, no matter how mild and we don't try to impress or influence each other in any kind of negative or harmful way.
3. In case of any kind of minor conflict we confront each other respectfully and with reason. We don't raise our voice unnecessarily, we don't make threatening gestures and we debate our differences according to generally accepted 'rules of art'. If all else fails, we agree to disagree or seek mediation.
4. We consider and respect each other's feelings, opinions and conditions and we don't judge, demean, patronize, insult, call names, disparage, bully or put down.
5. We foster each other's personal growth and self-esteem, under all circumstances.
6. We address disrespectful or irresponsible behavior by others in a polite way, even if we are not directly involved or affected ourselves.
7. Being part of a community, we support each other in every way we can.
8. We interact with each other in a courteous, polite, friendly and patient manner.
9. We encourage each other to develop and freely express opinions and convictions, providing these opinions and convictions are not harmful or unnecessarily offensive to others.
10. We listen to what others have to say before or after expressing our own viewpoint. We don't speak over, interrupt or 'cut off' each other.
11. We respect nature and our environment, we keep our environment clean and tidy, we don't litter or pollute, nor mistreat any animal or vegetation unnecessarily.
12. We respect each other's and the school's property, we don't steal, unnecessarily displace, take without asking, borrow without consent of the owner or damage or soil each other's or the school's property.

Violations of the above mentioned rules and policy will be penalized. Penalties will be based on the severity of the violation. Students who feel that they have become victims of these violations, by fellow students,



faculty or staff, should contact the School Counselor, who will deal with the violation(s) in an appropriate manner.

10.2 – Freedom of Inquiry and Opinion and Academic Obligations

In general, you enjoy freedom of inquiry, information, opinion and speech, in the broadest meaning, not limited to any specific condition, circumstance or position.

You will be held responsible for following all mandatory courses and for studying course materials and textbooks diligently. You will be held responsible for the results of your own efforts. We expect you to report any kind of circumstance or any event that can reasonably be considered to have a negative effect on those efforts and results, so measures can be taken, where possible.

You enjoy freedom of opinion and deliberation, where the content of courses taken is (potentially) open for discussion or in any other case, notwithstanding internationally accepted ethics and codes of conduct we comply with and notwithstanding our own policies and rules.

All our resources and facilities, developed and set up to enhance and encourage studying and personal development, are available to all students, within the boundaries of our policies governing the use of those resources and facilities. We support you in any way possible and feasible.

10.3 – Integrity

All students, faculty and staff are expected to comply with the highest degree of honesty and integrity and by doing so maintain the high academic reputation of CUN. This policy includes, but is not limited to measures against lying and deceit, cheating, plagiarism (we use anti-plagiarism software), blackmail and fraud. Measures to be taken are to the discretion of the school and may include suspension or expulsion of students and dismissal of faculty or staff. Serious criminal offenses will be reported to the authorities. Professional integrity is considered a matter of course, without any exceptions.

All violations of our integrity policy will be entered in the concerning student's file.

All tests taken and other materials produced by a student, within the scope of his studies, which are based on a violation of our integrity policy, will be discarded and the concerning student will not be eligible for retaking these tests, during the concerning academic semester or academic year. In case the circumstances demand legal actions, fraudulent conduct is reported to the authorities.

Students are always given the opportunity to defend themselves against any (formal) allegations, whether or not assisted by a legal advisor or attorney, for which the student himself will bear the costs.

Students have the right to seek the help from and support of the Student Council or the Student Counselor, in case personal issues or emotional conditions (may) play a role in a certain violation of our integrity policy.

After two proven instances of cheating, plagiarism, blackmail or fraud, immediate suspension will follow. Paid fees and allowances for the then current academic semester will not be reimbursed. Re-admission will be to the discretion of the school and only after positive consultation by the Student Council and the Student Counselor and an explicit agreement, between the school and the student. A re-admission fee will apply. Violation of mentioned agreement will result in definitive expulsion.

10.4 – Disability

Students suffering from physical or learning disabilities will be accepted, providing the measures that need to be taken to facilitate the concerning student are workable and feasible and for as far the concerning disabilities will not negatively influence working as a nurse. Course-loads, the order in which, the moment at which, the way in which and the places at which courses and modules will be followed can be adjusted, especially since the curriculum is adaptive and can be differentiated to the student's own profile. Students who would like us to take certain measures to accommodate their disabilities, should report the nature and the extent of their disabilities to the Admission Office, in a timely manner, supplemented with documents adequately describing what kind of adjustments are needed. The student will then be informed about the feasibility of these measures, as soon as possible.



Requests for adjustments, based on learning disabilities should be supplemented with signed statements, about the nature and the extent of the concerning disability, by a certified and qualified professional.

10.5 – Academic Planning, Course Schedules and Attendance

Students are expected to adhere to their Academic Planning and Course Schedules.

10.5.1 – Adjustment of Academic Planning

Notwithstanding an agreed upon differentiated and adaptive study-strategy, our Academic Planning and Course Schedules are not open for (ad hoc) adjustment to individual needs of students, except for circumstances of compelling interest. These circumstances include, but are not necessarily limited to the following.

1. Certain personal issues (to be evaluated by the Student Counselor).
2. Illness
3. Family-related emergencies.
4. Participation in agreed upon sports-, cultural, religious or social events (of a certain importance)*.
5. Participation in agreed upon study-related or professional activities (e.g. field-trips, conferences, exhibitions, workshops, volunteering work)*.

** Exemptions will only be granted if it is not possible in any way to schedule the concerning activity at a moment not interfering with the student's Academic Planning and Course Schedules.*

10.5.2 – Planned Contact Hours

Notwithstanding an agreed upon differentiated and adaptive study-strategy, contact hours (classes, meetings, tutorials, lectures, practicals laboratory and clinical hours), mentioned in any relevant Course Schedule and additional contact hours of which students have been notified in a timely manner, are mandatory, unless specifically stated otherwise.

1. *Missing a mandatory contact hour for the first time, for a particular course or module, during an academic semester, without prior notice and/or without an acceptable reason, to be evaluated by the school, will result in a written warning, to be listed in the student's file and attending the class or meeting at a later date, if possible.*
2. *Missing a mandatory contact hour for the second time, for that same particular course or module, during an academic semester, will result in a written warning, to be listed in the student's file and a mandatory additional assignment, to be prepared and provided by a faculty member.*
3. *As of three missing mandatory contact hours, for that same particular course or module, during an academic semester, the student will be excluded from the remaining classes and meetings for that particular course or module, for that particular semester, if applicable. The concerning course will then have to be attended again in full, the first available period in the current or the next Academic Planning.*

10.5.3 – Timeliness

Lateness, without prior notice and/or without acceptable reason, will not be tolerated, since it unnecessarily disturbs faculty members and students during their session. Ten minutes after a session has started, doors will be closed and students will not be permitted to enter, until a break, if one is scheduled. Consequences of missing contact hours are described above.

Deadlines for handing in research-results, completed assignments or any other study-related document need to be respected. Deadlines are there for a reason and 'slacking' or procrastination is not acceptable. In case you are not able to meet a deadline because your work-load is too heavy, please discuss this with your Student Mentor as soon as possible.



10.5.4 – Course Schedules

Course Schedules are provided, as part of the Academic Planning, at the beginning of each academic year or academic semester. Planned schedule changes are made known before the beginning of each concerning academic semester, if possible. Unforeseen schedule changes (e.g. because of illness of a faculty member), are made known as soon as possible or upon arrival of the students. We will always try to schedule alternative lectures, practicals or assignments. If this is not possible or feasible, affected students are expected to consider the canceled contact hour(s) as self-study hour(s), for that particular course.

10.5.5 – Extra-curricular activities

The Academic Planning includes all curricular contact hours, field-trips, seminars, workshops and other internal and external professional activities, for a specific academic year, semester or month. Extra-curricular activities, organized by any student-body or organization, not being part of or not being supervised by CUN, are expected to be made public through the respective channels of those bodies and organizations. CUN cannot be held responsible for any possible misunderstanding deriving from their planning.

Curricular contact-hours, field-trips, practicals, seminars, workshops and other curricular activities always take priority over any other (extra-curricular) activity, may their schedules overlap.

10.5.6 – Voluntary Withdrawal

Voluntary withdrawals can be requested on paper and electronically. Proper forms are available at Student Services. Voluntary withdrawal requests have to be co-signed by your Student Mentor. Retroactive withdrawal requests will not be approved. Requests will be reviewed by the Educational Coordination Department. Decisions are confirmed in the form you used for the request.

Since courses are carefully matched and planned, voluntary withdrawals for separate courses are not possible, except for formally approved dispensation. Voluntary withdrawals can only be requested for a full academic semester. In order to be re-admitted after missing more than one full semester, a general entrance exam, on the previously completed courses, must be passed.

Missed semesters can be caught up the first available period of the current or the next Academic Planning. Depending on the actual Course Schedules, students may become part of another year group, in that case.

A Voluntary Withdrawal Fee applies.

10.6 – On Premises Behavior and Dress Code

10.6.1 – On premises behavior

'Premises' are defined as all spaces belonging to the school campus, school building(s), classrooms, offices, laboratory and practical rooms, libraries and study-rooms, dormitories, recreational rooms, restrooms, locker rooms, gym, pantries and canteens, staircases and halls, closets, outdoor facilities belonging to or used by the school, indoor facilities not belonging to, but used by the school and all other spaces of which one may assume that they belong to the school or are used by the school.

1. Students are expected to behave in such a manner that others are not unnecessarily disturbed or affected by any action, either physically or verbally, in any way.
2. Smoking on premises is not allowed. Recreational use of drugs on premises is not allowed.
3. Drinking alcoholic beverages on premises is not allowed, unless explicitly permitted, e.g. during a special occasion or celebration.
4. The use of any kind of (addictive) narcotic substances or stimulants on premises is not allowed. The use of forbidden substances, unless prescribed by a physician, on premises, whether or not during an academic year, for which the student is enrolled, will be penalized. Students suffering from any kind of addiction must report to the Student Counselor or will be reported to the Student Counselor, by members of the faculty or staff. If need be, the school will mediate in enrolling the student in a detoxification program. Failure to report an addiction or failure to cooperate with a detoxification program, may result in suspension or expulsion.



The first violation of the above mentioned rules will result in a written warning and will be listed in the student's file. A second offense will result in a written warning and a suspension from all contact hours, for the duration of one week. After the third violation expulsion for the current academic year may follow.

5. Eating and drinking of any kind, in classrooms, laboratory rooms, libraries, study-rooms, practical rooms, hallways and gym is not allowed.
6. CUN does not condone any kind of unnecessary disruptive behavior (e.g. loud conversations or discussions between students, unnecessarily walking around in or going in and out of rooms, playing audio- or video- clips), during classes, nor any kind of unnecessary disruptive behavior in staircases and hallways.
7. Loud talking in libraries and study-rooms is not allowed. When watching and listening to video clips and/or while listening to audio clips, students are expected to use headphones or a headset.
8. The use of mobile phones in classrooms, laboratory-/practice-rooms and/or during any kind of formalized gathering, is not allowed.
9. Students are allowed and are in some cases explicitly encouraged to use tablets and similar devices during classes, for the purpose of taking notes, recording sessions and reading/using electronic study-materials.

10.6.2 – Dress Code

Students are expected to wear their school uniform, on premises, during school-hours. Students are allowed to wear school uniform items at all other times and on all other occasions, on and off premises, but need to realize that, by wearing uniform items, their behavior will reflect on the school.

School uniforms should be worn clean and in good condition. Damaged school uniforms and uniforms with stains that cannot be removed should be replaced. Students should be aware, at all times, that they represent CUN, while wearing their school uniform.

To emphasize and promote professionalism, representativeness, a high sense of hygiene, self-esteem and respect for others and the school, we expect students to dress appropriately, under all circumstances. This includes, but is not necessarily limited to the following rules.

1. No hats or caps indoors, on premises, except for explicit cultural or religious reasons.
2. Fully dressed at all times.
3. No beach-wear on premises.
4. No (severely) damaged clothing, on premises.
5. No 'provocative' or overly 'sexy' clothing, on premises.
6. Preferably no visible large tattoos, on hands, underarms, face or neck.
7. No flip-flops or open sandals, on premises and during field trips, seminars, workshops, lab-work and clinicals.
8. No *excessive* visible jewelry, rings or other hand-jewelry on premises, during school-hours and off premises, during any kind of educational or professional session or meeting.
9. No long, sharp or point clipped fingernails.
10. No *intimidating* haircuts or hair coloring (to the discretion of the school).
11. Long hair is to be worn tied or in a tail and may in no way interfere with any kind of professional activities or processes, on premises, during school-hours and off premises, during any kind of educational or professional session or meeting.
12. No *excessive* make-up, on premises, during school-hours and off premises, during any kind of educational or professional session or meeting (to the discretion of the school).
13. No visible (body-pierced) jewelry (except regular ear jewelry) and no (body-pierced) jewelry that might in any way obstruct any kind of professional activity.

Formal verbal or written warnings, to be listed in the student's file, may be issued, in case of repeated violations of the dress code.



10.6.3 – Uniforms

Wearing the school-uniform, during school-hours, on-premises and during formal school-related activities, gatherings or trips, is mandatory. Wearing school-scrubs, during all practicals, lab-work, clinicals and internships is mandatory. Students who already have their own scrubs, are still expected to wear their school-scrubs. Both the school-uniform and the school-scrubs are embroidered with the school's logo. They reflect our (comm)unity and represent the school's and therefore your quality, professionalism and esteem.

On arrival in Curaçao, after being admitted, you receive the following uniform items.

1. Five uniform-items.
2. Three pairs of scrubs.
3. Three lab-coats.
4. One nurse kit.
5. One name-tag.

Additional uniform-items and scrubs can be ordered at any time, by sending an e-mail message to Student Services or by filling-in a Student Purchase Request, available at Student Services. Additional uniform-items and scrubs must be paid in advance, either by bank-wire or cash. You are expected to always have your name-tag pinned on the left-upper-front part of your school-scrubs, beneath the school's logo. Using the name-tag on your uniform-items is to your own discretion. Additional or replacement name-tags can be requested and obtained at Student Services, if need be, at no costs (one name-tag at a time).

In order to prevent any kind of contamination, you are not allowed to wear your scrubs on your way to or on your way back from a lab, hospital, healthcare institution or other (medical) facility, where you will be or have been studying or working. Scrubs are to be washed after every lab-session or shift at a hospital, healthcare institution or other (medical) facility.

10.6.4 – Footwear

Nurse-shoes or nurse-clogs are not provided by the school and can not be ordered at Student Services. You can acquire them online or in a (specialized) shoe-store, before your first practical, lab-session or clinical. Color, type of shoe or clog and particular fit is to your own discretion, as long as the shoes or clogs are comfortable, durable, anti-slip and water-resistant.

Regular shoes, regular sneakers or (high) heeled shoes are therefore not allowed, during practicals, lab-work and clinicals/internships, on-premises of the concerning hospital, healthcare institution or other (medical) facility. Flip-flops or any other kind of open shoes are not allowed, during school-hours, on-premises and during formal school-related activities, gatherings or trips. You are expected to wear moist-absorbing socks, during practicals, lab-work and clinicals/internships, on-premises of the concerning hospital, healthcare institution or other (medical) facility.

Shoes or clogs are to be cleaned after every practical, lab-session and shift at a hospital, healthcare institution or other (medical) facility and in case of any kind of (possible) contamination.

10.6.5 – Additional required items

Students are required to have available for permanent and full-time use the following items.

1. A laptop and/or tablet (Windows OS, Windows/Linux dual-boot or Mac OS), with at least 8GB RAM and at least 2GHz processor-speed.
2. Nurse-shoes or clogs.
3. Absorbing socks.
4. Compression socks (optional)
5. Stationery/writing materials.
6. Pocket-calculator.
7. Nursing-bag (optional).
8. Scrunchies or hair-ribbons (if necessary).



9. Nursing-watch.

10.7 – Clinicals, Lab-sessions, Internships and Community Service/Volunteering

Including and notwithstanding the (general) rules, policies and standards mentioned above, students are expected to adhere to and are subject to the following.

- 1 Before a student starts any clinical or internship, learning-objectives, assignments, role, procedures and placement-conditions are defined and formalized and a Tripartite Affiliation Agreement is signed.
- 2 Before starting a clinical or internship, students receive a thorough pre-clinical training.
- 3 The student is expected to thoroughly study the concerning patient-charts and other relevant materials, being part of the student's CUN program materials, as well as offered by the concerning institution/affiliate.
- 4 A dedicated mentor, preceptor or supervisor is assigned, at the concerning lab or institution, to guide the student and to evaluate his attitude, knowledge and practical performance.
- 5 In case a student is confronted with a family-member, friend or acquaintance, being a patient in a concerning institution or ward, he is expected to immediately notify his institution mentor, preceptor or supervisor and his CUN Student Mentor. The student will then be (temporarily) assigned to another ward or transferred to another institution.
- 6 During clinicals, internships and community volunteering, special attention is given to the following.
 - 6.1 Patient- or public's safety.
 - 6.2 Team-work.
 - 6.3 Communication with patients, the public and other team-members.
 - 6.4 Expressing empathy, understanding and patience, toward patients and their relatives/friends.
 - 6.5 Cultural and social awareness.
 - 6.6 Adherence to the concerning institution's rules, policies and standards.
 - 6.7 Use of medical and nursing instruments and equipment and the ability to interpret data.
 - 6.8 Clear understanding of the student's role.
- 7 During lab-sessions, special attention is given to the following.
 - 7.1 Adherence to the concerning laboratory's rules, policies and standards.
 - 7.2 Adherence to agreed upon and/or standardized deadlines and procedures.
 - 7.3 Use of laboratory instruments and equipment and the ability to interpret (test-)results.
 - 7.4 Clear understanding of the student's tasks and limitations.
 - 7.5 Accuracy in the handling of lab-work and tests.
- 8 In case a student shows illicit behavior of any kind or under-performs, at any moment, according to the concerning mentor, preceptor or supervisor, the student's CUN Student Mentor will be notified. The student's CUN Student Mentor will then discuss the situation with the student and take appropriate action. The student may be dismissed from his clinical or lab work, as a result and/or fail the concerning part of the program.
- 9 Voluntary withdrawal from a clinical or internship must be requested by the student and his CUN Student Mentor, who will then notify the concerning institution and discuss further procedures and future re-admission.
- 10 Before the start of a clinical or internship, the student must undergo a thorough medical check-up and obtain a renewed health-certificate. The student will not be allowed to start his clinical or internship, while suffering from an infectious disease or while carrying communicable bacteria and/or viruses or while suffering from (initially asymptomatic) diseases that can or will affect the student's performance or the health of others.
- 11 In case of accidents or injuries, caused by the student or of which the student is a victim, the concerning laboratory or institution mentor, preceptor or supervisor notifies the student's CUN Student Mentor immediately. CUN and the concerning laboratory or institution will then follow proper



legal and/or medical procedures. In case of proven liability proper insurance procedures will be followed.

- 12 In case a student is too indisposed to perform his duties or in case he appears to suffer from an infectious disease or in case he has been into contact with (potentially) infected body-fluids or instruments/equipment, he notifies his laboratory or institution mentor, preceptor or supervisor and his CUN Student Mentor as soon as possible, withdrawing from his duties until he is cured and/or no longer infectious. The concerning lab-session(s) or internship(s) will be suspended.
- 13 Students are trained in and are expected to adhere to local and international privacy regulations, regarding personal and health information, in general the EU GDPR articles. In case confidential information is, in any way, disclosed by the student or remains in his possession intentionally or because of indiscretion, carelessness or imprudence on his part, all involved will be notified as soon as possible and measures will be taken to restrict further disclosure. In case of intentional disclosure the student will be dismissed from his duties and suspended for the (remainder of) the current academic semester.
- 14 Students may, under no circumstances, try to seek or obtain personal gain at a patient's or client's expense or press or advise patients or clients to reimburse him in any way, concerning his (nursing) duties. Willingly engaging in such behavior will lead to dismissal from the student's duties and a written warning in the student's file. Depending on the severity of the violation, suspension may follow.
- 15 Students may, under no circumstances, engage in a sexual relationship with a patient or client, during the patient's or client's stay in the concerning institution. Such behavior will lead to dismissal from the student's duties and a written warning in the student's file. In case the sexual behavior is proven to be without the consent of the patient or client, the proper authorities will be notified and the patient or client will be advised to press legal charges. In case of sexual behavior without consent of the patient, the student will be expelled from CUN.
- 16 Students will not exceed the legal and agreed upon functional boundaries and limitations, as defined and formalized in the clinical or internship agreement.
- 17 The student will report any kind of abuse, maltreatment, medical malpractice, unauthorized treatment or any other complaint or illicit behavior, by institution staff and/or physicians, to his CUN Student Mentor, who will then take appropriate action. Depending on the severity of the illicit behavior the student may be transferred to another institution.

10.8 – Information Sharing Policy

Sharing of information is subject to the rules and regulations, as stipulated in CUN's Information Sharing Policy. Sharing of personal information is subject to EU GDPR articles, brought into effect in 2018. The complete GDPR text is made available for review and download on CUN's website. CUN's Information Sharing Policy is made available for review and download on CUN's website, together with all other formal CUN policies.

Personal information is shared by student applicants with CUN by way of encrypted and/or digitally signed e-mail messages (requests for information and sharing personal documents), by completing the Application Form, by sending personal documents by regular mail and by way of telephone conversations. Personal information and information considered 'restricted' or 'sensitive', according to CUN's data-protection rules, is not shared through any kind of message- or chat-platform or software, not secured and managed by CUN and is not provided through telephone conversations.

1. Information shared by students with CUN is (initially and formally) limited to the information requested in the student Application Form and the list of documents mentioned on CUN's website and in the Student Handbook.
2. Information shared between CUN and its students, after being admitted, is formally limited to information about relevant study-activities, information about CUN's activities, changes in policies, standards and procedures ('CUN-information') and financial information, relevant for the student. Relevant CUN-information is made available to students on CUN's website, the student portal, SISC and the Student Handbook (notifications of any changes or additions are sent by CUN e-mail).



3. Personal study-related information is shared between CUN's faculty and the students and is occasionally shared with third parties (e.g. during internships), on a need-to-know basis and only with the written consent of the concerning student.
4. General study-related information is shared by CUN's faculty or other Educational Coordination officials and is made available on CUN's website, the student portal and the Student Handbook (notifications of any changes or additions are sent by CUN e-mail).
5. General announcements, about activities organized by and services delivered through Student Services are made available in the student portal on CUN's website and the Student Handbook (notifications of any changes or additions are sent by CUN e-mail).
6. Personal information and announcements, about services rendered by Student Services (e.g. in case of housing requests or book-orders) is sent by CUN e-mail, to the concerning student.
7. Personal information for which other CUN departments are responsible (e.g. financial or legal information) or information shared with students by CUN's Advisory Board, Complaints Board or Board of Appeal, CUN's councils or certain CUN committees, is sent by CUN e-mail, to the concerning student.
8. Students are expected to share information with CUN that is sent to them by third parties, in case this information is study-related and/or relevant for the student's study-progress or well-being.



11 – Complaints Procedures

11.1 – Whistle-blower Policy

At CUN, we strive to maintain a positive working and study environment of trust and respect, where all voices can be heard. Fundamental to this is our commitment to protecting the rights of anyone who reports wrongdoing in good faith.

1. A 'whistle-blower', as defined by this policy, is a student, faculty- or staff-member who reports an activity that he considers to be illegal, dishonest, unethical, (potentially) dangerous or of any other kind of wrongdoing and for which he considers one or more persons, formally related to the school, responsible. The whistle-blower can file a complaint, in writing, directly with the President or, in her absence, the Director, who will then take appropriate action. If it is decided to forward the complaint to the Complaints Board, a Department Head or a certain committee, this is done without disclosing the whistle-blower's name. Severe wrongdoings are always reported to the proper authorities.
2. The whistle-blower is not responsible for investigating the complaint or for determining fault or corrective measures; appropriate school-officials are charged with these responsibilities.
3. The whistle-blower is expected to exercise sound judgment to avoid baseless allegations and to avoid creating unnecessary mistrust.
4. Complaints will be reviewed within three working days, after receiving the complaint.
5. CUN will not tolerate any kind of retaliatory action or threats against any person who has made or who is believed to have made a report of wrongdoing.
6. The whistle-blower policy is not intended to replace existing, formal, reporting procedures, except in situations in which the whistle-blower feels existing procedures have failed to process the complaint properly and unbiased.
7. CUN will only disclose the whistle-blower's identity, if he consents to the disclosure, in writing or if the disclosure is required by law or if the disclosure is necessary for further investigation and carries the consent of the whistle-blower.

11.2 – Complaints Board Procedure

The task of the Complaints Board is to review all formal complaints, lodged by students, faculty or staff, about study- and/or school-related issues, that could not be resolved directly between the student(s) and the concerning faculty-member(s) or staff or between faculty or staff and their Department Heads. For purposes of transparency and to avoid any kind of conflict of interest, the Director is not involved in these procedures, unless he is a party in a complaint.

1. The Complaints Board consists of an elected senior year student, an elected faculty-member, a member of the Human Resources Department, in case the complaint is about non-teaching staff and a member of the Legal Affairs Department. The Complaints Board is presided by CUN's President. Members of the Complaints Board can not be members of any other CUN-related formal board, at the same time. Complaints Board members that are in any way considered to be involved in or personally affected by a complaint are, for the purpose of reviewing that particular complaint, replaced.
2. During sessions of the Complaints Board that include formal voting, the President will cast a decisive vote, in case votes are tied. Members of the Complaints Board have to right to cast a blank vote.
3. Student-members of the Complaints Board are chosen, during an election, only by their fellow students, for a period of one year. Out of all students who run for membership of the Complaints Board, the one with the most votes is elected. In case of an equal number of votes, for two or more students, a second election round is held. If a second election round ends undecided, the decision will be made by draw. An alternate member (the 'runner-up' during the election) is also chosen/appointed. Candidates and voters must be formally admitted, at the time of the election.



4. The Human Resources and Legal Affairs members of the Complaints Board are appointed, for one year, by their Department Heads or, if need be, by the President. The Department Heads or, if need be, the President, also appoint alternate members, on behalf of these departments.
5. Student-members, as well as Human Resources and Legal Affairs members of the Complaints Board are eligible for re-election or re-appointment, for one more year, after the first year.
6. All formally admitted students can file (formal) complaints with the Complaints Board. In general, there is no limitation to the number of complaints a person can file. In general, there are no costs involved, for the complainant, in filing a complaint and/or following the procedures set forth here. Formal complaints, about school- and/or study-related issues, can only be filed with the school's Complaints Board.*
7. The person who has filed the complaint (complainant), as well as the defendant(s), can lodge a reasoned objection against one member of the Complaints Board, before the complaint is actually being reviewed. Dismissal of members of the Complaints Board is to the discretion of the President. In case a member is dismissed, the concerning alternate member takes his place.
8. Members of the Complaints Board can not be dismissed, during review of a complaint, except for pressing and undeniable reasons, at the discretion of the President. In case a member is dismissed, the concerning alternate member takes his place.
9. All formal complaints must be in writing, addressed to the Complaints Board. Complaints on paper can be filed with Student Services. Complaints by e-mail can be sent to complaints@cunursing.com. Complainants are to provide as much relevant information as possible, along with adequate contact details.
10. The Complaints Board assesses the complaint, within 48 (weekday) hours, after being filed. Reasons for the Complaints Board to dismiss a complaint can be irrelevance or the fact that the deadline for filing (additional details about) the complaint is expired. The complaint must be school- or study-related (students with personal issues should contact the Student Counselor) and the complaint must be filed within two academic years, after the circumstances leading to a certain issue have arisen or within two academic years after the consequences of these circumstances became clear.
11. All relevant received information, concerning a complaint, is being disclosed to the defendant(s), within 24 (weekday) hours, after being acknowledged as a formal complaint. All personal data will be handled confidentially.
12. Both complainant and defendant(s) will receive a notification, the moment a complaint is acknowledged and is scheduled to be reviewed. Review will start within three working days, after a complaint has been acknowledged. In case it is not possible or feasible to start the review within three working days, both complainant and defendant(s) will be notified immediately and an alternative date will be issued.
13. In case there is valid and acknowledged time pressure, for reviewing the complaint, the complaint will be given priority over complaints without such valid time pressure or, if necessary, a member will be added to the Complaints Board.
14. Review of the complaint may lead to an investigation. During this investigation, there is a duty to cooperate, for all involved, within the school. In case the complaint is passed on to external authorities, instead of being handled internally, the Complaints Board will notify all involved regularly, about the progress made.
15. As part of the procedures, both complainant and defendant(s) will be heard by the Complaints Board, as often as the Complaints Board finds necessary.
16. External advise may be sought, by the Complaints Board, initially from the Advisory Board. In such cases both complainant and defendant(s) will be informed about the advise given. External advice can be sought and submitted by the complainant and/or the defendant(s) too, but at their own expense, should costs incur.
17. In case a complainant or defendant is or becomes incapable of pursuing the procedures, he may be represented by any other person, who is able and willing to do so, such with the written consent of the complainant or defendant(s).



18. Notwithstanding any delays due to external advice or procedures initiated by external authorities, the Complaints Board will report about its findings, within one calendar month, after acknowledgment of the complaint.
19. Notwithstanding additional information, that may shed new light on the case, admitted after the Complaints Board has reached its decision and notwithstanding the complainants' and defendants' right to appeal, advice given or a decision made by the Complaints Board is to be regarded as binding, for all involved.

** Severe personal wrongdoing, e.g. any kind of harassment, abuse of power, physical or mental harm or any kind of serious criminal offense, suffered by students should be discussed with the Student Counselor first, who will then take immediate appropriate action and notify the President of the school and the proper authorities.*

Since the Student Counselor must under all circumstances be and act as a confidant and be and act completely trustworthy, complaints about the Student Counselor can be directly filed with the President of the school or the Student Council.

11.3 – Board of Appeal Procedure

The task of the Board of Appeal is to review all formal appeals, lodged by students, faculty or staff, against any decision made by the Complaints Board, concerning a formal complaint, filed by the concerning complainant(s), with which they don't agree. The right to appeal also applies to nursing program applicants, who have been rejected for any of CUN's nursing programs or any of CUN's Nursing Continuing Education programs. Furthermore, the right to appeal applies to faculty and staff, being defendants in a formal complaint, filed against them, after being confronted with a decision made by the Complaints Board, relevant to the case, with which they don't agree.

1. The Board of Appeal consists of the Department Heads of the Educational Coordination Department, the Human Resources Department and the Student Affairs Department. The Board of Appeal is presided by a member, appointed by the Advisory Board. Members of the Board of Appeal can not be members of any other school-related internal formal board, at the same time. Board of Appeal members that are in any way considered to be involved in or personally affected by an appeal and/or complaint are, for the purpose of reviewing that particular appeal, replaced.
2. During sessions of the Board of Appeal that include formal voting, the designated member of the Advisory Board will cast a decisive vote, in case votes are tied. Members of the Board of Appeal have the right to cast a blank vote.
3. The mentioned Department Heads and the Advisory Board also appoint alternate members for the Board of Appeal.
4. Complainants, defendants and nursing program applicants can lodge (formal) appeals with the Board of Appeal, once for every formal complaint reviewed by the Complaints Board and/or once for every decision made by the Admission Office. In general, there are no costs involved, for the complainants, defendants and nursing program applicants, in lodging an appeal and/or following the procedures set forth herein.
5. The person who has filed the appeal (complainant), as well as the defendant(s), can lodge a reasoned objection against one member of the Board of Appeal, before the appeal is actually being reviewed. Dismissal of members of the Board of Appeal is to the discretion of the designated Advisory Board member. In case a member is dismissed, the concerning alternate member takes his place.
6. Members of the Board of Appeal can not be dismissed, during review of an appeal, except for pressing and undeniable reasons, at the discretion of the designated Advisory Board member. In case a member is dismissed, the concerning alternate member takes his place.
7. All formal appeals should be in writing, addressed to the Board of Appeal. Appeals on paper, by students, can be filed with Student Services. Appeals by e-mail can be sent to appeals@cunursing.com. Complainants are to provide as much relevant information as possible, along with adequate contact details.



8. The Board of Appeal assesses the appeal, within five working days, after being filed. Reasons for the Board of Appeal to dismiss an appeal can be lack of arguments or the fact that the deadline for filing (additional details about) the appeal is expired. An appeal can only be lodged against a decision made by the Complaints Board or the Admission Office and the appeal must be filed within one calendar month, after the concerning decision of the Complaints Board or the Admission Office has been made known to the complainant.
9. All personal data, relevant to the appeal, will be handled confidentially.
10. The complainant will receive a notification, the moment an appeal is acknowledged and is scheduled to be reviewed. Review will start within five working days, after an appeal has been acknowledged. In case it is not possible or feasible to start the review within five working days, the complainant will be notified immediately and an alternative date will be issued.
11. In case there is valid and acknowledged time pressure, for reviewing the appeal, the appeal will be given priority over appeals without such valid time pressure or, if necessary, a member will be added to the Board of Appeal.
12. Review of the appeal may lead to an investigation. During this investigation, there is a duty to cooperate, for all involved, within the school. In case the appeal is passed on to external authorities, instead of being handled internally, the Board of Appeal will notify all involved regularly, about the progress made.
13. As part of the procedures, both complainant and a designated representative of the Complaints Board or the Admission Office will be heard by the Board of Appeal, as often as the Board of Appeal finds necessary.
14. External advice may be sought, by the Board of Appeal. In such cases both complainant and the designated representative of the Complaints Board or the Admission Office will be informed about the advice given. External advice can be sought and submitted by the complainant too, but at his own expense.
15. In case a complainant is or becomes incapable of pursuing the procedures, he may be represented by any other person, who is able and willing to do so, such with the written consent of the complainant.
16. Notwithstanding any delays due to external advice or procedures initiated by external authorities, the Board of Appeal will report about its findings, within one calendar month, after acknowledgment of the appeal.
17. Notwithstanding additional information, that may shed new light on the case, admitted after the Board of Appeal has reached its decision, advice given or a decision made by the Board of Appeal is to be regarded as binding, for all involved.



12 – CUN Website, SISC and Electronic Channels

All relevant general information about the school and its programs can be found on our website (<https://cunursing.com/>), including this Student Handbook.

All formally admitted students have access to a personal Student Information and Study Center (SISC) account, that can be reached from our website. Your SISC account contains personal details, grades and other study-results, general progress, courses taken and courses to be taken, Academic Planning and Course Schedules, issued warnings, curricular and extra-curricular activities, attendance and other relevant student data. Direct SISC-account access can be gained through the following URL: <https://students.cunursing.com/studycenter/login/index.php>. SISC also offers a blog and a messenger. CUN is bound to strict rules and regulations concerning securing personal data. Students have access to their account details at all times, partly on a 'read-and-write' level and partly on a 'read-only' level. Requests for changing/adjusting 'read-only' data can be made on paper and electronically. Proper forms are available at Student Services.

Through SISC we offer a complete and tailor-made online Learning Management System (LMS), powered by Moodle. Log-in details and access-procedures are made available as soon as you are enrolled in a particular semester or program. SISC access is strictly personal and log-in details are strictly confidential.

SISC-accounts are also accessible to authorized staff (Admission Office, Finance Office and other school 'officials') and faculty, on a 'need-to-access' permission level. Partners, parents, sponsors or other third parties, taking an interest in your progress, can be granted (temporary) access, upon your strict and written consent.

Access to your SISC is always limited to the particular fields or modules of interest.

A detailed description of the functions of SISC and a tutorial will be issued upon arrival, as part of your Student Welcome Pack.

Upon completing the admission process and first enrollment, you are issued a secure CUN e-mail-address, that will be used by the school, for all school-related electronic communications, whether or not in addition to information to be found on the website or through other channels.

Inappropriate electronic messages (messages that are not compliant with the school's rules and policies and/or general decency) will be 'bounced back' to the sender, automatically. For this purpose specialized software is being used. E-mail messages are not intercepted, read, redacted or censored by CUN staff!



13 – Tuition, Fees, Allowances and Expenses

13.1 – Fees Developing Countries (see list at the end of this chapter)

Tuition: USD 3,000.- per academic semester.

All amounts are in United States Dollars (\$). Local exchange rates will not be taken into account.

Administrative fees:

| | |
|---|-------------------|
| Application Fee (one-time fee, non-refundable) | \$100.- |
| Uniform (5 uniform-items, 3 pairs of scrubs, 3 lab-coats) and basic Nurse Kit | \$250.- |
| Health and Liability Insurance (group insurance or private, per year, estimated) | \$500.- |
| Immigration Processing Fee (average, non-refundable, government entrance fee, for new students) | \$750.- |
| Registration Fee (yearly fee, non-refundable) | \$150.- |
| Total fees, first year | \$1,750.00 |

Refundable deposits apply, upon immigration. Average yearly immigration renewal fee is \$400.-.

Fines and special allowances:

| | |
|---|----------|
| Late Payment Fine Tuition: 3% of Tuition, for every week after due-date, with a minimum of. . . | \$90.00 |
| Re-admission Fee (after withdrawal or academic dismissal) | \$100.- |
| Approved Leave Fee (per semester, upon request, to keep seat) | \$100.- |
| Unapproved Leave Fee (“no-show fee”, per semester, to keep seat) | \$250.- |
| Graduation Fee (one-time fee, upon diploma/graduation request) | \$350.- |
| Seat Deposit (30% one-time deposit of the first semester Tuition, upon admission) | \$900.00 |

All fees, fines and allowances can be subject to change, without prior notice.



13.2 – Fees Developed Countries

Tuition: USD 4,000.- per academic semester.

All amounts are in United States Dollars (\$). Local exchange rates will not be taken into account.

Administrative fees:

| | |
|---|------------------|
| Application Fee (one-time fee, non-refundable) | \$100.- |
| Uniform (5 uniform-items, 3 pairs of scrubs, 3 lab-coats) and basic Nurse Kit | \$250.- |
| Health and Liability Insurance (group insurance, not mandatory, per year, estimated) | \$500.- |
| Immigration Processing Fee (average, non-refundable, government entrance fee, for new students) | \$750.- |
| Registration Fee (yearly fee, non-refundable) | \$150.- |
| Total fees first year | \$1,750.- |

Refundable deposits apply, upon immigration. Average yearly immigration renewal fee is \$400.-.

Fines and special allowances:

| | |
|--|------------|
| Late Payment Fine Tuition: 3% of Tuition, for every week after due-date, with a minimum of . . . | \$120.00 |
| Re-admission Fee (after withdrawal or academic dismissal) | \$100.- |
| Approved Leave Fee (per semester, upon request, to keep seat) | \$100.- |
| Unapproved Leave Fee (“no-show fee”, per semester, to keep seat) | \$250.- |
| Graduation Fee (one-time fee, upon diploma/graduation request) | \$350.- |
| Seat Deposit (30% one-time deposit, of the first semester Tuition, upon admission) | \$1,200.00 |

All fees, fines and allowances can be subject to change, without prior notice.

13.3 – Additional Expenses

Approximate expenses for equipment, textbooks, e-resources and other (printed) materials:

USD 2,000.- average, per academic year.

Approximate fee for clinical rotations:

USD 5,000.- per rotation (including coordination by CUN).

Average cost of student-housing (Curaçao):

USD 350.- to USD 650.- per month

Depending on location, living space, available facilities and shared or private accommodations.

Average Cost of Living (Curaçao – cost of housing not included):

USD 500.- to USD 750.-per month

Depending on desired lifestyle!



13.4 – List of developing countries, based on economic level

The following are considered developing economies, according to the International Monetary Fund World Economic Outlook Report, April 2014 and World Bank data.

-  [Algeria](#)
-  [Antigua and Barbuda](#)
-  [Argentina](#)
-  [Armenia](#)
-  [Azerbaijan](#)
-  [Bahamas](#)
-  [Bahrain](#)
-  [Barbados](#)
-  [Belarus](#)
-  [Belize](#)
-  [Benin](#)
-  [Bolivia](#)
-  [Bosnia and Herzegovina](#)
-  [Botswana](#)
-  [Brazil](#)
-  [Brunei](#)
-  [Bulgaria](#)
-  [Cameroon](#)
-  [Cape Verde](#)
-  [Chile](#)
-  [China](#)
-  [Colombia](#)
-  [Comoros](#)
-  [Costa Rica](#)
-  [Côte d'Ivoire](#)
-  [Croatia](#)
-  [Dominica](#)
-  [Dominican Republic](#)
-  [Ecuador](#)
-  [Egypt](#)
-  [El Salvador](#)
-  [Equatorial Guinea](#)
-  [Fiji](#)
-  [Gabon](#)
-  [The Gambia](#)
-  [Georgia](#)
-  [Ghana](#)
-  [Grenada](#)
-  [Guinea](#)
-  [Guinea-Bissau](#)
-  [Guyana](#)
-  [Haiti](#)
-  [Honduras](#)
-  [Hungary](#)
-  [India](#)
-  [Indonesia](#)
-  [Iran](#)
-  [Jamaica](#)
-  [Jordan](#)
-  [Kazakhstan](#)
-  [Kenya](#)
-  [Kosovo](#)
-  [Kyrgyzstan](#)
-  [Lebanon](#)
-  [Lithuania](#)
-  [Macedonia](#)
-  [Malaysia](#)
-  [Maldives](#)
-  [Marshall Islands](#)
-  [Mauritius](#)
-  [Mexico](#)
-  [Federated States of Micronesia](#)
-  [Moldova](#)
-  [Mongolia](#)
-  [Montenegro](#)
-  [Morocco](#)
-  [Mozambique](#)
-  [Nicaragua](#)
-  [Niger](#)
-  [Nigeria](#)
-  [Oman](#)
-  [Palau](#)
-  [Panama](#)
-  [Papua New Guinea](#)
-  [Paraguay](#)
-  [Peru](#)
-  [Philippines](#)
-  [Poland](#)
-  [Qatar](#)
-  [Romania](#)
-  [Saint Kitts and Nevis](#)
-  [Saint Lucia](#)
-  [Saint Vincent and the Grenadines](#)
-  [Samoa](#)
-  [São Tomé and Príncipe](#)
-  [Senegal](#)
-  [Serbia](#)
-  [Seychelles](#)
-  [Sierra Leone](#)
-  [Solomon Islands](#)
-  [South Africa](#)



-
-  [Suriname](#)
 -  [Tajikistan](#)
 -  [Tanzania](#)
 -  [Thailand](#)
 -  [Togo](#)
 -  [Tonga](#)
 -  [Trinidad and Tobago](#)
 -  [Tunisia](#)
 -  [Turkey](#)
 -  [Turkmenistan](#)
 -  [Uganda](#)
 -  [Ukraine](#)
 -  [Uruguay](#)
 -  [Uzbekistan](#)
 -  [Vanuatu](#)
 -  [Venezuela](#)
 -  [Vietnam](#)
 -  [Zimbabwe](#)
- Developing countries not listed by IMF:
-  [Cuba](#)
 -  [Nauru](#)
 -  [North Korea](#)

Not all countries considered 'developing' countries are in the above list. If in doubt, please contact CUN's Admission Office.



14 – Program Modules, Course Content and Course Structure

Programs are developed under auspices and ownership of CED, by the Program Development Committee, consisting of the Head of the Educational Coordination Department, CUN's President or, in her absence, CUN's Director, a senior year delegate of the Student Council and a member of the Advisory Board, chaired by a CED Board Member. Parts of the course content and course structure are created by faculty-members.

Our programs emphasize a humanistic and holistic foundation and approach. Education-wise and pedagogically, the programs will be offered from a concept-based perspective, with the emphasis on Integrated and Problem Based Learning, giving students ample opportunity to do their own ('guided') research.

The standard curriculum will be supplemented with courses that, in our vision, are essential and therefore mandatory for all students. The average 'academic week', for entry-level full-time students, consists of 25 contact-hours. These hours include clinical and laboratory sessions. Additional hours for research, assignments and extra-curricular activities, such as field-trips, symposia, guest-lectures, workshops and community (volunteering) service are added.

Programs are divided into General Education (GE) courses and nursing courses. That doesn't mean that the GE courses have nothing to do with nursing. It just means that these courses have a more general scope, form an introduction to basic knowledge and sciences and/or that they are nursing prerequisites. GE courses at CUN are the following.

1. Mathematics
2. Written and Oral communication.
3. Literary, Visual & Performing Arts.
4. Sociology
5. General Psychology.
6. Developmental Psychology.
7. Anatomy and Physiology.
8. Microbiology.
9. Pathophysiology
10. Chemistry

Below you will find the complete list of program items, for each semester.

Year 1 Semester 1

| | | ECTS | USCS |
|-------------------------|--|-----------|-----------|
| BN1COM11 | Communication Skills for Nurses | 2 | 1 |
| BN1STUD11 | Study Skills for Nurses | 3 | 2 |
| | <i>Including Portfolio Management, Time Management and study skills for students with learning disabilities.</i> | | |
| BN1NURS11 | Introduction to Holistic Nursing 1 | 2 | 1 |
| BN1SOC11 | Sociology 1 | 2 | 1 |
| BN1PSY11 | General Psychology | 2 | 1 |
| BN1PRACT11 | Holistic Nursing Practice 1 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1MATH11 | Math for Nurses 1 | 2 | 1 |
| BN1ASSIGN11 | Research & Assignments | 2 | 1 |
| BN1ARTS11 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 1 | | 19 | 11 |



Semester 2

| | | ECTS | USCS |
|-------------------------|---|-----------|-----------|
| BN1CHEM21 | Chemistry for Health Professionals 1 | 3 | 2 |
| BN1PHY21 | Anatomy and Physiology 1 | 2 | 1 |
| BN1DEVPSY21 | Developmental Psychology | 2 | 1 |
| BN1NUT21 | Introduction to Nutrition for Health and Health Care 1 | 1 | 1 |
| BN1NURS22 | Introduction to Holistic Nursing 2 | 2 | 1 |
| BN1PRACT22 | Holistic Nursing Practice 2 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1SOC22 | Sociology 2 | 2 | 1 |
| BN1MATH22 | Math for Nurses 2 | 2 | 1 |
| BN1ASSIGN21 | Research & Assignments | 2 | 1 |
| BN1ARTS21 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 2 | | 20 | 12 |

Semester 3

| | | ECTS | USCS |
|-----------------------------|---|-----------|-----------|
| BN1PHY32 | Anatomy and Physiology 2 | 2 | 2 |
| BN1NURS33 | Introduction to Holistic Nursing 3 | 3 | 2 |
| BN1MICRO31 | Microbiology 1 | 1 | 1 |
| BN1PATHO31 | Pathophysiology 1 | 2 | 1 |
| BN1PRACT33 | Holistic Nursing Practice 3 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1CLIN31 | Clinical Practice 1 | 2 | 1 |
| BN1CHEM32 | Chemistry for Health Professionals 2 | 3 | 2 |
| BN1WRITE31 | Academic Writing Skills for Nurses 1 | 2 | 1 |
| BN1ASSIGN31 | Research & Assignments | 2 | 1 |
| BN1ARTS31 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 3 | | 21 | 14 |
| Total Credits Year 1 | | 60 | 37 |

Year 2

Semester 4

| | | ECTS | USCS |
|-------------------------|---|-----------|-----------|
| BN1PHY43 | Anatomy and Physiology 3 | 2 | 1 |
| BN1PATHO42 | Pathophysiology 2 | 2 | 1 |
| BN1PROAS41 | Holistic Health Promotion and Health Assessment | 1 | 1 |
| BN1PHARMA41 | Pharmacology 1 | 1 | 1 |
| BN1MICRO42 | Microbiology 2 | 1 | 1 |
| BN1PRACT44 | Holistic Nursing Practice 4 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1PLAN41 | Nursing Care Plans 1 | 3 | 2 |
| BN1WRITE42 | Academic Writing Skills for Nurses 2 | 2 | 1 |
| BN1GERIA41 | Geriatrics & Gerontological Nursing | 2 | 1 |
| BN1ASSIGN41 | Research & Assignments | 1 | 1 |
| BN1ARTS41 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 4 | | 19 | 13 |



Semester 5

| | | ECTS | USCS |
|-------------------------|---|-----------|-----------|
| BN1PATHO53 | Pathophysiology 3 | 2 | 1 |
| BN1PHY54 | Anatomy and Physiology 4 | 2 | 1 |
| BN1MENT51 | Psychiatry & Mental Health 1 | 2 | 1 |
| BN1PHARMA52 | Pharmacology 2 | 1 | 1 |
| BN1PRACT55 | Holistic Nursing Practice 5 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1PLAN52 | Nursing Care Plans 2 | 3 | 2 |
| BN1ETHIC51 | Medical and Nursing Ethics | 1 | 1 |
| BN1CLIN52 | Clinical Practice 2 | 3 | 2 |
| BN1ASSIGN51 | Research & Assignments | 1 | 1 |
| BN1ARTS51 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 5 | | 19 | 13 |

Semester 6

| | | ECTS | USCS |
|-----------------------------|---|-----------|-----------|
| BN1MENT62 | Psychiatry & Mental Health 2 | 2 | 1 |
| BN1PHY65 | Anatomy and Physiology 5 | 2 | 1 |
| BN1PATHO64 | Pathophysiology 4 | 2 | 1 |
| BN1EPI61 | Epidemiology | 2 | 1 |
| BN1PRACT66 | Holistic Nursing Practice 6 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1PLAN63 | Nursing Care Plans 3 | 2 | 1 |
| BN1CHRON61 | Nursing for the Chronically ill | 2 | 1 |
| BN1ACU61 | Acutely ill Adults | 3 | 2 |
| BN1CLIN63 | Clinical Practice 3 | 3 | 2 |
| BN1ASSIGN61 | Research & Assignments | 1 | 1 |
| BN1ARTS61 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 6 | | 23 | 14 |
| Total Credits Year 2 | | 61 | 40 |

Year 3

Semester 7

| | | ECTS | USCS |
|-------------------------|---|-----------|-----------|
| BN1ACOM71 | Advanced Communication Skills for Nurses | 2 | 1 |
| BN1ORGLAW71 | Health Organizations & Health Law | 2 | 1 |
| BN1GLOB71 | Global Health Care & International Disaster Health Care 1 | 2 | 1 |
| BN1ADOL71 | Adolescent Health and Wellbeing | 2 | 1 |
| BN1PEDIA71 | Pediatrics & Pediatric Nursing | 3 | 2 |
| BN1MATER71 | Maternal and Child Nursing | 3 | 2 |
| BN1PLAN74 | Nursing Care Plans 4 | 2 | 1 |
| BN1PRACT77 | Holistic Nursing Practice 7 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1ASSIGN71 | Research & Assignments | 1 | 1 |
| BN1ARTS71 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 7 | | 21 | 13 |



Semester 8

| | | ECTS | USCS |
|-------------------------|---|-----------|-----------|
| BN1RES81 | Nursing Research and Statistics | 2 | 1 |
| BN1SURG81 | Medical Surgical Nursing | 2 | 1 |
| BN1NEURO81 | Neurological and Neurosurgical Nursing | 2 | 1 |
| BN1PRACT88 | Holistic Nursing Practice 8 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1NUT82 | Introduction to Nutrition for Health and Health Care 2 | 1 | 1 |
| BN1GLOB82 | Global Health Care & International Disaster Health Care 2 | 2 | 1 |
| BN1SIMUL81 | Nursing Practice Simulation 1 | 3 | 2 |
| BN1CLIN84 | Clinical Practice 4 | 3 | 2 |
| BN1ASSIGN81 | Research & Assignments | 1 | 1 |
| BN1ARTS81 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 8 | | 20 | 13 |

Semester 9

| | | ECTS | USCS |
|-----------------------------|---|-----------|-----------|
| BN1MAN91 | Leadership in Nursing & Nursing Management | 1 | 1 |
| BN1CULT91 | Transcultural Nursing | 1 | 1 |
| BN1QUAL91 | Quality Management and Patient Safety | 3 | 2 |
| BN1PAL91 | Palliative Care Nursing | 3 | 2 |
| BN1CAR91 | Cardiovascular Nursing and Resuscitation | 3 | 2 |
| BN1SIMUL92 | Nursing Practice Simulation 2 | 3 | 2 |
| BN1PRACT99 | Holistic Nursing Practice 9 – EBP (Evidence Based Practice) | 3 | 2 |
| BN1ASSIGN91 | Research & Assignments | 1 | 1 |
| BN1ARTS91 | Literary, Visual & Performing Arts | 1 | 1 |
| Total Semester 9 | | 19 | 14 |
| Total Credits Year 3 | | 60 | 40 |

Year 4

Semester 10 -11 – 12

| | | ECTS | USCS |
|--|----------------------------------|------------|------------|
| BN1SNRP | Senior Nursing Residency Program | 60 | 30 |
| Total Credits Full BSN Holistic Program | | 241 | 147 |

Programs are developed, monitored, reviewed and improved by the members of the Program Development Committee. The committee meets after every semester. Standard input for the meetings are the following.

1. CUN research outcomes.
2. Data Research Overview Reports.
3. Internal data research.

Each course/assignment is formally documented and published, containing the following details.

1. Unique number/code and name.
2. Start-date – first session/module (individualized if necessary and/or possible).
3. End-date – last session/module (individualized if necessary and/or possible).



4. Course-schedule, including all course-components (individualized if necessary and/or possible).
5. Description of course-content and its place in the program.
6. Description of learning outcomes.
7. Total credits to be earned.
8. Prerequisites (if any).
9. Teaching-/study-method(s) (online, classroom, lab, self-study, assignments, other), for each session.
10. Number of sessions and study-load.
11. Level(s) of Adaptive Learning, if applicable (to be discussed between faculty and students).
12. Necessary textbooks and/or other materials, for each session.
13. Location of and/or internet URL for each session.
14. Name and (preferred) contact details of the concerning faculty-member(s).
15. Quizzes, if applicable.
16. Testing-method(s) and test-/exam-/assignment-deadlines (individualized if necessary and/or possible).
17. Test/exam retake options, if applicable (individualized if necessary and/or possible).
18. Minimal grade/percentage to pass course-component (total course pass-grade is always at least 80%).

Course-components are only documented and published in the SISC-accounts of students who are eligible for participation. Eligibility for course-components, components (partly) completed, exam-retakes, grades, credits and other study-progress details are electronically collected in every student's private SISC-account and can be accessed by the student, at any time. Access by others than the student is limited to faculty, for grading, confirmation of completion and making course-components accessible and specific other staff, e.g. ICT staff, in case an account needs to be closed or in case an account is, for whatever reason, malfunctioning or not accessible. Accounts of formally admitted students are never deleted. Backups of all electronic information are made weekly.

For every program-item, one or more classroom-sessions, one or more lab-sessions/clinicals, if applicable, one or more (online) simulation-sessions, if applicable, a self-study component and a team-work component, are developed and included.

Guided discussions and the exchange of ideas about the subject-matter are important, especially during scenario-research.

You are offered syllabi and other relevant study-materials, composed by the Program Development Committee and our faculty-members.

You are expected to have available and to study mandatory textbooks (and, if feasible, recommended textbooks), being either paper or electronic versions. Updates of mandatory and recommended textbooks and how and where to order them, for all subjects, is published, at least three months before the start of the first academic semester, in your Literature References BSN document.

Healthcare-related community service (volunteering), may be considered part of the curriculum, for which you are awarded credits, to the discretion of the concerning faculty-member(s).



15 – Credit(-hour) and Grading System

15.1 – Credit(-hour) System

CUN complies with both the US Credit System (USCS) and the European Credit Transfer and Accumulation System (ECTS). CUN uses 28 hours, for obtaining one ECTS credit, being the European average and 45 hours, for obtaining one USCS credit, the 'Carnegie standard'.

Mathematically, that means, that one USCS credit represents 1.6 rounded off ECTS credits and the equivalent of two ECTS credits is 1.25 USCS credits. The difference between two ECTS credits and one USCS credit is 11 hours.

To compensate for this difference in credit transfer situations, the International Credit Conversion Guide uses a multiplying factor of 0.5, to calculate USCS credits from ECTS credits, meaning two ECTS credits become one USCS credit.

The European standard for a full BSc program is 60 credits (1,680 hours), per academic year, totaling to 240 credits (6,720 hours) for four academic years. The US standard for a full BSc program is 30 credits (1,350 hours), per academic year, totaling to 120 Credits (5,400 hours) for four academic years. So, where these standards are concerned, we comply to both, by calculating one USCS credit as two ECTS credits, despite the 'missing USCS hours'.

We calculate an average of 25 contact-hours per academic week, totaling 1,100 contact-hours per academic year. Contact-hours are all study-related hours, during which a faculty-member, Student Mentor, Supervisor or other professional instructor or guide is present and/or active. That leaves (at least) 13 hours per academic week, for additional study-hours (hours used for study-related activities, during which no professional instructor or guide is present and/or active), including community (volunteering) service, without direct supervision and unsupervised extra-curricular activities. Attendance is always checked and a test may follow up the concerning activity or event.

Decimal Credits (-.5) may be awarded for certain course-components, as long as they total to a whole credit, for a completed course.

Credits for extra-curricular activities, workshops, symposia and field-trips are awarded, based on the time they take to complete and the level/quality of the information, to the discretion of the concerning Student Mentor or faculty-member. The standard amount of credits for a full CUN program may be exceeded, without any formalized limit.

15.2 – Grading System

To promote 'student mobility' and deliver full grading transparency, we use a Grading Conversion Table, to express the correlation between the different systems that may be used, in different countries and regions. CUN's Grading Conversion Table includes the European system of assigning points, from 01 (lowest) to 10 (highest), the letter-system, used in the Americas and some European, African and Asian countries, in different modalities, from F (lowest) to A (highest) and the percentage system, used as a reference for achievement in both other mentioned systems.

In order to pass any gradable part of your program you have to score at least 80% = B = 8, on the concerning test(s), assignment(s) or exam(s).

In case your score for a gradable part of your program is between 60% and 79% (C – B-minus), you may be eligible for completing an additional test or assignment on a particular (failed) subject matter, instead of re-taking the complete test, assignment or exam, to the discretion of the concerning faculty-member, instructor or supervisor. Such additional tests or assignments have to be completed within seven consecutive days.

To be eligible for graduation, you not only need to pass all study-related items and activities, you also need to score an overall Grade Point Average (GPA) of at least 3.2.

GPA scores at CUN are generally unweighted (evenly calculated from the highest to the lowest score and evenly calculated for all course-components).



Grading Conversion Table:

| Percentage | Letter Grading | Points Grading | GPA |
|------------|----------------|----------------|-----|
| 96 – 100 | A | 10 | 4 |
| 90 – 95 | A-minus | 9 | 3.6 |
| 80 – 89 | B | 8 | 3.2 |
| 70 – 79 | B-minus | 7 | 2.8 |
| 60 – 69 | C | 6 | 2.4 |
| 50 – 59 | C-minus | 5 | 2 |
| 40 – 49 | D | 4 | 1.6 |
| 30 – 39 | D-minus | 3 | 1.2 |
| 20 – 29 | E | 2 | 0.8 |
| 0 – 19 | F | 1 | 0.4 |



16 – Program Goals and Key Competencies

After your BSN program is completed, you have acquired certain key competencies, that you are able to bring into practice, in the different nursing-roles you will be facing. More detailed competencies are derived from these key competencies.

16.1 – Program Goals

CUN's program goals are derived from its vision and mission statements. Main goals of the program are the following.

1. For students to acquire the knowledge, skills and attitudes, necessary to care for patients, without prejudice and to understand, respect and anticipate the patient's cultural and religious background, his traditions, beliefs and values, social environment and economic situation, family-situation, psychological profile (fears, hopes, expectations, state-of-mind), lifestyle and his healthcare experiences.
2. For students to learn that, although their actions as a nurse need to be based on best practices (EBP), resulting in probable or predictable outcomes, nurses must also be able to be creative and take on the spot decisions, in extraordinary situations, in which regular EBP based actions are not (fully) possible or feasible, using their creative and critical thinking capabilities.
3. For students to learn that, in healthcare, the patient's well-being is critical and that 'healing' a patient is a combination of physical, mental, emotional, and spiritual dimensions and needs, that don't necessarily start with applying for (para-)medical help.
4. For students to learn that, besides 'mainstream' (Western) therapies and pharmaceuticals, complementary and alternative medicine (CAM) can have an important added value for the patient's healing process.
5. To offer students a framework of ethics and principles, to work within, using their critical thinking.
6. To promote the student's own well-being, motivation, empowerment, personal growth and fulfillment.
7. For students to understand that completing a nursing education is not an 'end-station', but that he is expected to engage in life-long learning, to stay up to date.
8. To prepare the student for and assist the student in starting a career in nursing.

16.2 – Key Competencies

1. You are able to (autonomously) organize and execute patient-centered care (for the ill, the handicapped and the dying), for all ages, ethnic, social, cultural and religious backgrounds and types of illness, taking into account a patient's psychological profile and lifestyle, without prejudice, in a variety of roles and within a variety of institutions.
2. In order to decrease any possible health-risks for patients, staff and visitors, related to medical treatment and examination, you are able to implement the highest possible levels of preventive measures.
3. In order to promote speedy recovery and healthy lifestyles, you are able to programmatically offer awareness and guidance, for patients, their relatives and their communities.
4. In order to make sure that prevention-program goals are reached, you are able to coordinate and execute relevant tasks and duties.
5. In order to assure, maintain and increase your professionalism, you are able to (co-)develop new care-plans and care-programs and/or to upgrade existing care-plans and care-programs, integrating cure, care and prevention.
6. In order to manage patient-care as efficiently and effectively as possible, you propose and implement improvements in an institution's policies and methods.
7. You are able to initiate, develop, implement and maintain quality assurance standards.



8. You are able to adequately work within inter-professional teams and to coach individual care-team members (including interns and volunteers).
9. You are able to demonstrate clinical judgment and to integrate EBP, clinical expertise and patient values and preferences (where possible and feasible), in achieving the highest possible patient outcomes.
10. You are able to conduct nursing- and healthcare-related research, both autonomously and as part of a research-team.
11. You are able to organize and execute community-, family- and patient-centered care, during crisis, emergency and disaster situations, complying with the ICN Framework of Disaster Nursing Competencies.
12. You are able to adequately use all necessary care methods, instruments, technologies, machines, information- and communication systems and perform all legally accepted (para-)medical interventions and instruct other care-team members.

You are expected to possess and be able to use all cognitive, affective, sensory and psycho-motoric skills and possess the personality traits that are needed to achieve the above mentioned key competencies. Such skills and personality traits are, among others, making decisions under pressure, math skills, physical endurance, observation and analysis, patience, compassion, being non-judgmental and open minded, being a team-player, being able to lead and coach, being communicative and pro-active and being focused and dedicated.



17 – Research

Research is a very important part of nursing education and nursing practice. Research sharpens critical thinking, deepens and broadens knowledge and research outcomes can enhance the quality of healthcare. For CUN's BSN programs, multi-cultural, multi-ethnic and holistic principles are key, besides internationally standardized parts of the curriculum and Evidence Based Practice. CUN's nursing programs don't just focus on Western (medical and pharmacological) therapies or other typically Western ways of cure and care.

17.1 – Research Objectives

Research, at CUN, mainly focuses on the following.

1. The role of traditional aspects of cure and care, in different non-Western cultures, countries and communities and how these aspects relate to (modern) Western cure and care, where healthcare outcomes are concerned.
2. The role of traditional, natural and alternative medicines and therapies in Western cultures and how they relate to holism and modern pharmaceutical therapies.
3. The level of healthcare in different countries, related to standards of living, government (financial) support, number and level of healthcare workers and other relevant factors and how they effect healthcare outcomes.

Research at CUN starts already during your first academic semester of the first year ('Research and Assignments'), for entry-level students. Research, at that point, will be mainly literature research and research that is part of the curriculum itself (scenario research), since you are, at that point, not yet adequately equipped to conduct or take part in any other kind of scientific research.

During the second semester of the third year (semester 8) courses are offered, dedicated to nursing research and statistics, to take you to the next level, where research is concerned.

Attention is paid to a plethora of characteristics that (can) influence the quality of healthcare. Some key characteristics are the following.

1. The disparities between developed and developing countries, between certain regions and between certain communities.
2. Existing healthcare characteristics.
3. Social structures.
4. Cultural and religious characteristics.
5. Criminality and the justice system.
6. History
7. Healthcare politics and goals.
8. Social and political stability.
9. Agricultural and industrial developments.
10. Pollution, waste-management, hygiene.
11. Climate and weather.
12. Geographical characteristics.
13. Demographics
14. Economics

To be able to investigate and monitor all these healthcare characteristics and developments, in different countries, regions and communities, it is necessary to stay closely connected to international, as well national and local (healthcare) networks and experts.



17.2 – Research Guidelines

Research papers must be written in APA-style (<https://apastyle.apa.org/about-apa-style>), being the international standard for scientific papers. The APA Student Workbook and the APA Manual are available in CUN's paper library, but in a limited number of copies. They can also be ordered online, using a Book Order Request Form (paper request forms are available at Student Services). You are also allowed to use the PERRLA MS Word add-in or PERRLA Online. During the third and fourth semester you follow a dedicated academic writing course.

You may be asked to orally and digitally present your research, using a presentation application, like MS PowerPoint's Research Presentation Template.

Research is conducted and documented in at least the following stages and subjects.

- 1 Name(s) of the researcher(s) and title of the research project.
- 2 Formulation of the type of research (quantitative, qualitative or mixed, literature, clinical, other).
- 3 Formulation of adequate research question(s).
- 4 Formulation of the importance of the research question(s), for nursing and/or healthcare.
- 5 Description of the relevant existing theoretical and/or practical framework(s).
- 6 Formulation of an hypothesis, if possible and feasible.
- 7 Definition and description of
 - 7.1 Research method(s), materials used, procedures followed.
 - 7.2 Research 'objects' and/or 'subjects' (sample population).
 - 7.3 Research data-collection method(s).
 - 7.4 Planning.
- 8 Pilot Study, if necessary and if so, evaluation and description of the outcomes.
- 9 The actual Research.
 - 9.1 Collection of data.
 - 9.2 Categorization and coding of the collected data, in a meaningful way.
 - 9.3 Analysis of quantitative data, using statistical method(s).
 - 9.4 Analysis of qualitative data, using descriptive method(s).
 - 9.5 Meaningful conclusions (interpretation of findings) and the answer(s) to the research question(s).
- 10 Preparation and writing of the research paper.
- 11 Publication of the research paper.
- 12 Preparation of an oral and/or digital presentation.
- 13 Presenting the research and its outcomes.



18 – External Data Mining and Data Research

Overseeing (inter)national memberships and cooperation are the responsibility of CUN's President. The relevant 'fieldwork' is done by faculty-members, researchers and students, who also act as primary contact-persons for the concerning organizations and groups. There 'data-mining' work includes the following stages.

1. Data is collected on healthcare-related, nursing practice and nursing education trends, developments and outcomes of research, conducted by nursing practice, nursing education, aid and healthcare organizations, interest groups, individual experts and CUN researchers and students. Data is assembled in a dedicated CUN Research Database.
2. Data is analyzed and the (summarized) outcomes find their way into reports, written by the concerning faculty-members, researchers and students, based on a Data Review Template.
3. The contents of these reports are checked on relevance, quality, importance and interrelations between the contents of the different reports, during Data Review Sessions, held by a selection of faculty-members, researchers and students (Data Review Committee).
4. A combined overview/summary of reviewed reports is composed by one of the members of the Data Review Committee (Data Research Overview).
5. The Data Research Overview is checked and discussed, one more time, by the members of the Data Review Committee.
6. The final version Data Research Overview is sent to CED and CUN's President.

The content of the final version Data Research Overview of trends, developments and research outcomes is then used as input for CUN's program improvements, the development of new programs and adjustments in policies and standards. The Program Development Committee meets after every academic semester. Legal input may be required, from the Legal Affairs Department.

Based on the reported data, CUN's President can also propose/suggest/decide on educational strategies and strategies concerning (inter)national cooperation.

Interested in taking part in the above described activities? Please apply at the Educational Coordination Department.

Students taking part in data-collection and data-research, can be granted extra credits.



19 – Internal Data Research

CUN's internal data research entails the collection and analysis of its applicants, student population, study progress, student preferences and student satisfaction. The outcomes of this research is used as input for several policy and strategic decisions and to monitor, review and support student progress. Your input is crucial for us to be able to optimize our program-structure, facilities and educational structure.

19.1 – Student Population Data

1. Number of applicants rejected, per intake-month.
2. Number of applicants accepted, per intake-month.
3. Percentage of applicants, fully paying their fees/tuition, in a timely manner.
4. Average age.
5. Gender-ratio.
6. Marital status.
7. Ethnic background (voluntary/optional item on the Application Form).
8. Religious background (voluntary/optional item on the Application Form).
9. Cultural background.
10. Community and family background.
11. Country or residence and nationality.
12. Percentage of applicants and students with a disability, per intake.
13. Highest completed prerequisite education.
14. Previously acquired nursing knowledge, skills, experience.
15. Source of funding, financial background and preferred payment-method.
16. CUN recruitment partner, if any.
17. Types of physical/learning disabilities.
18. Marketing/recruitment source (website, social media, recruiter, other).

19.2 – Student Preferences

1. Preferred semester/year of entrance.
2. Preferred Program.
3. Preferred courses, research, types of assignments, lab's and clinicals and reasons for preference.
4. Preferred study-/teaching-method.

19.3 – Student Satisfaction

1. Student-evaluation of faculty.
2. Student-evaluation of Student Mentors.
3. Student-evaluation of program, schedules, courses, research, assignments, lab's and clinicals.
4. Student-evaluation of non-teaching staff.
5. Student-evaluation of student support and student engagement.
6. Student-evaluation of study- and housing-facilities.
7. Student-evaluation of extra-curricular activities.
8. Student-evaluation of policies and rules.
9. Student-evaluation of Curaçao.



19.4 – Student Progress

1. Study-results, full program (percentage of students graduating in four consecutive academic years).
2. Study-results, per type of course(-component), research, assignment, lab, clinical.
3. Study-results, per study-/teaching-method (classroom, online, self-study, clinicals, other).
4. Study-results, per testing-/examination-method.
5. Attitude and motivation, per type of course, research, assignment, lab, clinical.
6. Percentage of students dropping out, per academic semester and reasons for dropping out.
7. Percentage of students voluntary withdrawing, per academic semester and reasons for withdrawing.

Study-results are defined as passing or failing a certain (part of a) course, within the planned schedules, number of testing- and examination-retakes, changes in attitude and motivation, grades, need for additional support, evaluation by faculty-members and evaluation by Student Mentors.



20 – Governance and Faculty

CUN is not managed the traditional Nursing School way, by a Rector, a Vice Rector, a Dean and a plethora of committees, officials and staff. CUN is managed by a Management Team, led by a President and a Director. Besides the President and the Director, the Management Team consists of the Heads of the different Departments. Plenary Management Team meetings are held once every year, during which topics put on the agenda by all Department Heads are being discussed and strategic decisions can be taken by the President and/or Director. Topics that have less or no relevance for certain other Departments are discussed between relevant Department Heads and the President and/or Director or between Department Heads, as often as circumstances require.

That doesn't mean that CUN is not run as a school, it just means that our way of managing the school must be as decisive, efficient and action-oriented as possible, using short communication lines. We are therefore a relatively 'flat' organization and as 'lean' as possible, where management is concerned. Besides that, all necessary roles and functions are present. In some cases roles and functions are combined. After all, now-a-days, a Nursing School also needs to operate as a 'business'.

This also means, that not all possible tasks are done in-house and/or by contract-staff. Some tasks are outsourced and/or done by freelance professionals. This way, we can rely on focused professionals, without any managerial burden and without having to allocate our own resources, except financially. Final decisions are always made by our own management.

20.1 – Management

20.1.1 – President

The President of CUN is Maria Mattijssen. Maria Mattijssen came to Curaçao more than 40 years ago, as a Registered Nurse and worked in the Curaçao healthcare system for many years, getting to know all parts of the system, inside out. Healthcare institutions Maria worked for were, among others, Saint Elisabeth Hospital Curaçao, Curaçao District Nursing and White Yellow Cross Curaçao (Home Care). After getting her teaching qualifications, Maria shared her knowledge and experience within the Curaçao educational system, as a manager of several vocational institutions and as an independent consultant, eventually leading to the establishment of FEPA (Foundation for Adult Education) in 2008.

The President's main responsibilities and duties are the following.

1. Acts as the Chair during meetings of several Committees and boards.
2. Represents the Director in his absence.
3. Acts as the first formal point of contact for several external bodies (CED, Advisory Board) and several internal bodies promoting student and staff interests (Student Council, Complaints Board, Board of Appeal, Works Council). Since the President is not directly involved in day-to-day management and only represents the Director in his absence, the President has no direct conflicts of interest, towards the mentioned student and staff bodies.
4. Monitors and reviews the quality of the overall management, programs, education, facilities, policies and standards. If deemed necessary, the President will intervene.
5. Monitors processes and trends in the local and international nursing community, nursing education, nursing research and relevant legal matters and develops strategic proposals/takes strategic decisions.
6. Is involved in the development of CUN's programs and takes the lead in developing policies and standards. Decides whether or not certain programs and courses should be implemented.
7. Is responsible for managing crises and conflicts, that can not be handled by the Director or other managers.
8. Plays a leading role in establishing (strategic) partnerships, with local and international healthcare organizations and other relevant organizations.
9. Plays a leading role in establishing CUN's general goals and strategies.



10. Attends and/or is involved in lectures, symposia, local and international seminars, job-fairs and other events, related to nursing.
11. Presides over all major ceremonies.

20.1.2 – Director

The Director of CUN is Adrian Luijken. Adrian came to Curaçao 23 years ago, as a Corporate Consultant and Trainer. He did his university training at the University of Nijmegen, in the Netherlands (Dutch Linguistics) and the University of Utrecht, in the Netherlands (Communication Science). Starting out as a Corporate Communication Consultant and Trainer, he soon broadened the scope of his career, by including Human Resources, Workflow Management, Project Management and Business Intelligence. During his more than 30 years of international experience, Adrian worked for both governmental and private sector companies and clients. Adrian was involved in adult education for many years. In Curaçao he set-up the first commercial contact center and a Human Resources Agency. He also worked as a lecturer at the University of the Netherlands Antilles and he developed several workshops and courses. For FEPA Arjan was responsible for the Communication for Nurses courses.

The Director's main responsibilities and duties are the following.

1. Reports to the President and formally meets with the President two times each semester.
2. Represents the President in her absence.
3. Acts as the first formal point of contact for CUN's operational and staff departments.
4. Is responsible for an efficient, effective and adequate day-to-day operation, in compliance with CUN's policies and standards, relevant local laws and international agreements, while avoiding conflicts of interest and without any prejudice.
5. Is responsible for determining and allocating department budgets and monitors and reviews the departments' financials, in close coordination with the Department Heads.
6. Supervises the Department Heads, taking into account professional autonomy.
7. Chairs meetings with Department Heads and other staff.
8. Is involved in the development and implementation of CUN's goals, strategies, policies and standards.
9. Is involved in the recruitment, ELCP (Employee Life Cycle Program) and dismissal of Department Heads and critical staff.
10. Plays a leading role in establishing business and operational partnerships and outsourcing.
11. Represents CUN during meetings with external parties and during events, excluding those that are the responsibility of the President.
12. Plays a decisive role in promoting CUN and its success as a Nursing School.

20.1.3 – Department Heads

As can be seen in the organizational chart below, CUN departments are actually clusters of related expertise. Most clusters consist of staff, enjoying a high level of professional autonomy, supervised by a Department Head. This means, that, within a cluster, the lines of communication and cooperation are as short as possible and are not unnecessarily interfered by other departments or Department Heads. Inter-departmental communication and cooperation (mostly between 'core departments') is not necessarily directly supervised by one of more dedicated Department Heads, due to professional autonomy. For larger implementations and projects, task-forces are formed, consisting of experts of all necessary clusters, supervised by a dedicated Department Head, in close coordination with the Director.

A Department Head's main responsibilities and duties are the following.

1. Reports to the Director and formally meets with the Director two times each semester.
2. Supervises the department's cluster of expertise and its staff.
3. Is responsible for his department's planning.



4. Sets goals and standards, derived from CUN's general goals and standards and/or particular to its expertise and is responsible for achieving these goals and maintaining these standards.
5. Is responsible for adherence to CUN's policies, by his department's staff.
6. Is involved in his staff's recruitment, ELCP and dismissal, in close coordination with the Human Resources Department.
7. Chairs meetings with his staff.
8. May conduct, initiate and/or lead research, related to the department's cluster of expertise.
9. Controls his department's budget, financials and supply management.
10. May report and make suggestions to CUN's Director, at any moment, about department-relevant topics, solicited and unsolicited.
11. Attends department-relevant workshops, lectures, training-sessions, symposia and similar events.
12. May establish and/or lead intra-/inter-departmental committees and task-forces.
13. Proposes, initiates and maintains (operational) department-relevant partnerships, with external parties.

20.2 – Faculty

Our faculty (teaching and research staff) is part of the cluster of expertise of the Educational Coordination Department. They are experts in different fields; nursing medical, nursing care, nursing research, socio-cultural, public health, community and family healthcare, nutrition, physiotherapy, psychology, sociology, chemistry, legal, international healthcare organizations, (performing) arts and literature, to name a few. They can be physicians, nurse educators, biologists, chemists, psychologists, therapists, anthropologists and traditional medicine and healing experts, covering all elements of a complete holistic nursing program.

Faculty-members are hired, based on the feedback by the Faculty Recruitment Committee, consisting of the Head of the Educational Coordination Department, an experienced member of the Human Resources Department, a senior year member of the Student Council and a member of the Advisory Board.

All discussions and feedback about and with faculty candidates are confidential.

Faculty recruitment is based on strict conditions of knowledge, skills and experience, depending on the role the candidate is expected to play and all candidates must subscribe to CUN's holistic principles, policies, standards and nursing programs. All faculty-members have at least a Bachelor level degree, in the concerning field of expertise or the equivalent of that level in alternatively acquired knowledge and experience, with at least one year of dedicated experience in the concerning field of expertise and must be able to demonstrate all necessary skills to function as an adequate educator, in CUN's nursing programs.

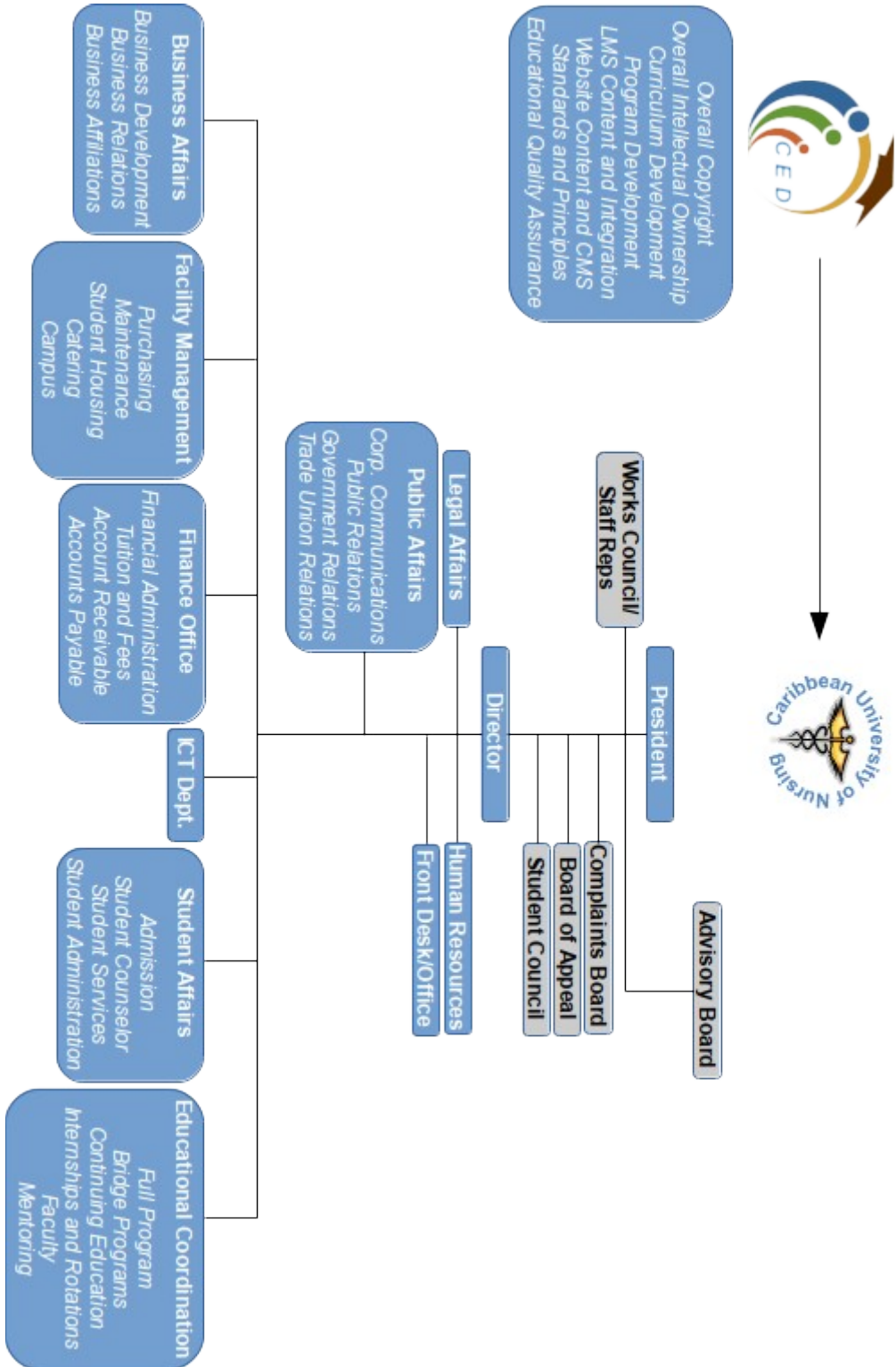
20.2.1 – Current Faculty

| Name | Expertise | Assigned Courses |
|---------------------|-------------------------------|--|
| Jackie Balentien | Study Skills Communication | Communication Skills for Nurses Study Skills for Nurses Literary, Visual & Performing Arts Academic Writing Skills for Nurses |
| Freddy Heyligar | Sociology | Sociology Socio-cultural topics |
| Maria Camila Pinzon | Anatomy Physiology | Anatomy and Physiology Pathophysiology |
| Franklin Martina | Sciences | Chemistry for Health Professionals |



| Name | Expertise | Assigned Courses |
|--------------------|--------------|---|
| | | Microbiology |
| Sharon Dorder | Pharmacology | Math for Nurses Pharmacology |
| Medical Specialist | Psychology | General Psychology Developmental Psychology Clinical Practice |
| Medical Specialist | Geriatrics | Geriatrics & Gerontological Nursing Clinical Practice |
| Maria Mattijssen | Nursing | Introduction to Holistic Nursing Holistic Nursing Practice Introduction to Nutrition for Health and Health Care |

21 – Organizational Chart





22 – Overview of Committees and Student Engagement Opportunities

1. Student Services (see chapter 7.3).
2. Student Council (see chapter 7.5).
3. Tutoring (see chapter 7.7).
4. Policy and Standards Committee (see chapter 10).
5. Complaints Board (see chapter 11.2).
6. Program Development Committee (see chapter 14).
7. Research Projects (see chapter 17 and 18).
8. Data Review Committee (see chapter 18).
9. Faculty Recruitment Committee (see chapter 20.2).



23 – Address and Contact Details

23.1 – Address

World Trade Center
Piscaderaweg
Curaçao (Dutch Caribbean)
P.O. Box 6082

23.2 – Telephone and Voicemail

PSTN US: +1 (631) 4802118
PSTN Curaçao: +599 9 523 2685
VoIP: sip:17778508440@callcentric.com (a Callcentric account is required)

23.3 – Chat and Messages

Telegram: @CUNCuraçao

23.4 – E-mail

office@cunursing.com
services@cunursing.com
admission@cunursing.com
finance@cunursing.com
webmaster@cunursing.com

23.5 – Social Media

Facebook: @cunCuraçao
Instagram: @getnursing